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Ont. Committee on the Costs of
Education

Briefs



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Government
Publications

(typed from handwritten submission)

44 Kingland Cresc.,
Willowdale 427, Ont.,
October 4, 1971.

Executive Director,
Committee on Costs of Education,
Room S-944,
252 Bloor St. W.,
Toronto 181.

Dear Sir,

This letter may be too specific but is a reply to the advertisement published in the Globe and Mail.

My children attend a North York Board school. My objection is to the practice of supplying school buses for the children's field trips instead of allowing the children to use public transportation. Each teacher in North York public schools is allowed to take a certain number of bus trips. Whether the trips are taken or not the buses are available for this purpose only. Even for destinations as close as two miles from the school these special buses are used. Many of the trips are repetitious. One of my children has been to the Board's Forest Valley conservation area six times in three years. As there is a valley, stream, woods, etc. within 100 yds. from the school these trips supply no new experience for the children.

Even if trips to places such as the museum, an art gallery or the like were attempted I fail to see why public transportation could not be used.

The cost of keeping buses and bus drivers on hand must be expensive to say the least.

Thank you for your attention.

Yours very truly,

(signed LYNNE BUSSEY)

(Mrs. A. W. Bussey)

(typed from handwritten submission)

General Delivery
Brantford, Ontario
October 6, 1971

Dear Sir:

I wish to make a comment on education cost which us taxpayers find is getting out of hand.

Now I and many more see it this way; the Catholics want separate schools. Who pays for this -- we do, and there is absolutely no sense or need of separate schools. A school should be a school not a religious setup. Let the schools teach and if they want religion - go to Church. This is a racket to force the Protestants to pay the Catholic religion. Out with it!

(Signed AUSTEN JACKSON)

(typed from handwritten submission)

Post Office Box 186,
Temagami, Ontario,
October 5th, 1971.

To, The Executive Director,
Committee on the Costs of Education.

Dear Mr. McCarthy,

I read your announcement inviting comments from interested people; in the North Bay Nugget tonight; and although my concerns may not be applicable to the type of information you are interested in, it is nevertheless just as important; and it is this.

As a grandmother, it is of great concern to me, that my little 6 and 7 yr. old grandsons do not receive any milk at school. They are gone all day; and while their mother puts milk in their thermos bottles; all the same, she would rather be able to put hot soup in them during winter months, to supplement the steady diet of sandwiches all their school days. And furthermore there are many children who do not get milk in their thermos, and go without milk at home too. From what I gather, the Principal up here at Temagami Public School thinks that it is too much trouble for him to have it brought in to the children. It is bad enough that these kids go out to catch the bus in freezing temperatures all winter, (lots of little 5 yr. olds, mere babies) and it is terrible to my thinking, that this school has been without a proper cafeteria where fresh hot food should be served, let alone to deprive them of milk.

Why as long ago as my initial school days, in a country that Canadians smugly refer to as 'behind the times' or 'deprived' we had hot food and milk served for a nominal fee. Furthermore, those who needed it also received Vitamins. And a doctor and a dentist were on hand every month or so. Up here we are completely without a doctor or dentist in the whole town, let alone in the schools. The children must wait till the father can take a day off work to take them 70 miles to North Bay, if he can get an appointment to coincide with that day and if he can afford to take the day off. I have yet to see a mobile T.B. Unit come up here to take X-Rays although we receive the T.B. seals appeals and donate here the same as anywhere else.

So you see, Sir, there is a responsibility that the Board of Education has overlooked up here in the North in the nurturing of these future citizens of Canada.

I know while I am writing this, that I am wasting my time. At least I will know that I have tried though, and maybe -- just maybe, these kids will get a break. For I am sick of hearing of all the emphasis on turning out bilingual geniuses whilst no one cares if they are toothless, undernourished potential T.B. victims from lack of proper nourishment and medical-dental facilities.

Yours truly,

(signed MRS. JOY W. MILLER)

P.S. All that money being spent to placate the French students -- Committees and Commissions on Biculturalism and what have you -- while these essentials are ignored. It makes me sick.



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(Typed from handwritten copy)

INDIV. - 3 (Supplement)

P. O. Box 186,
Temagami, Ontario,
August 31, 1972.

To
J. R. McCarthy, Executive Director,
Committee on the costs of Education

Dear Sir,

I thank you very much for your letter of August 21 inviting me to attend the public hearing in North Bay on Oct. 2/72, to elaborate on the contents of the brief I submitted to your department some time ago.

I hope you still have my letter as I would like to request that it be read in my absence, as I shall be away at that time. I should like to add to that letter, regarding the lack of facilities for adequate wholesome nourishment at the Temagami Public school. The explanation I have heard regarding the absence of the sale of milk to the children at lunch time, is that they have a choice between soda pop and milk - or they did have. The Head Staff have stated that the children all chose pop to drink and the milk was left. Furthermore - the parents discovered that if they put milk in the childrens thermos, they simply threw it out or brought it home sour and spent their allowance money on the soda pop.

My question is - Why should the children be given this choice in the first place? Why is the Principal allowing himself such weak permissiveness toward children of 6 yrs of age and up?

An expensive addition has been added to the building with a substantial kitchen where hot soup could be made in the winter. They have an adequate P.T.A. membership to get this organized. But no, - I believe the kitchen is reserved for coffee making for said P.T.A. meetings and such.

I would like to see vitamins given to children of low income families while they are in school, and the milk free to such children, also, hot soup in the winter months for all to buy or be given.

Let there be a lessening of so much emphasis on the production of Bilingual super-brained Canadian youth and more value placed on their health and welfare.

Educate them in the importance of good food and hygiene, and have the staff set good example by getting rid of the soda pop machine and replacing it with one that dispenses milk.

Again, I apologise for not being able to attend the hearings, and thank you for the time your committee has given to my letters on this subject.

If my views can be aired at the hearing in North Bay without my presence, I shall be grateful.

Yours truly,
(Signed MRS. I. W. MILLER)

(typed from handwritten submission)

156 St. Andrew's Terrace,
Sault Ste. Marie, Ont.,
Oct. 7/71.

Executive Director
Committee on the Costs of Education
Room S-944
252 Bloor Street West
Toronto 181

T. A. McEwan
Chairman

J. R. McCarthy
Executive Director

Dear Sirs:

I read in the Sault Star a notice -- "Committee on the Costs of Education."

I am not very well versed in finances or school management but I would like to convey what I think about one area of schooling, tax disbursement, etc. etc.; since I am one of the general public and a taxpayer.

One thing I cannot understand. I have 6 daughters and 4 sons (3 living). Five (5) of these girls I sent to Mount St. Joseph College so consequently had to pay tuition fees. I do not consider the "Mount" a private school - since anyone can go there (female that is) since it is a girls' College, regardless of race or creed -- a non-Catholic would not be obliged to partake in any religious instruction unless she wanted to. So:

How come there is no government (federal is it) grant for all grades 9 through to, and including grade XIII. Our schools are providing a public service and educating a fair portion of the population. We do not have all the advantages some of the Public Schools have because of this (no grant). One of my girls is now at Lakeway - something to do with choice of options. My last son is there also. There is still one girl at Mount.

Mr. Davis says if the grant is allowed other groups will want their own schools -- like Jewish, Ukranian, etc. He forgets this is not an ethnic school -- all nationalities go there, and other creeds.

What would happen if all the Catholic Schools all over Canada were to close the doors simultaneously, use the buildings as youth centres or boarding houses or anything but

14/10/71

Mr. McEwan read this
letter in his office this
date JRM

classrooms, and the children were sent to Public Schools - would you be able to supply the needed schools and staff immediately? Do you not think there would be quite a hullabaloo as to what to do with all these kids? Something is wrong I think. We are all taxpayers and what's so wrong about wanting your girls to be ladies and learn a little about God. There seems to be quite a few who think there is no God - they will learn - eventually. So why should there be a discrimination or question even, about the grants to the Catholic upper schools. Surely they don't want it broken down and retrogressed to what the dumb Irishmen have done! They've gone back 100 years because of one little old screaming minister named, ironically enough, Priestly (I think). I used to be proud of my Irish ancestry. Now, I wonder. I know they are still fighting for independence and a united Ireland but even so, they should have smelled the communistic aura. I could be wrong - I think it was in Quebec too and southern States. Anything for dissension - religion, colour, race, etc. etc.

So. What is wrong with giving the grant to the Separate Schools, 9-13 inclusive?

I have 2 tenants next door - lady upstairs is non-Catholic so a portion of the taxes goes to Public School. As soon as my daughter married (a non-Catholic) the assessment notice came for downstairs marked Public also. She is a teacher in Separate School and any future children will go to a Separate School. No problem there - son-in-law sent in the appeal form reversing or reverting their portion of taxes to Separate School.

Is there no way the taxes could be equitably distributed and fairly dispensed to both systems of education without discrimination or whatever?

Mount St. Joseph College Tuition

Grade IX and X - 80 dollars per year per student

Grade XI, XII and XIII - 150 dollars per year per student

This plus my regular taxes.

The Mount - I do not consider to be a private school as any girl could go there regardless of race or creed. A non-Catholic would not be obliged to take the Religious instruction.

Is there no way the taxes could be equitably distributed and fairly dispensed without discrimination or whatever?

What would happen if all the Catholic Schools were closed simultaneously and used for youth centres or boarding

houses or some other thing. Do you think the Public School system could immediately supply accommodation and staff. Do you not think there would be quite a hullabaloo as to what to do with all those kids. Something is wrong I think.

P.S. I was going to revise this letter to try and make it less long-winded and neater. But its just like trying to eat warmed over potatoes, so I decided to mail it in - as is before I change my mind. So perhaps you could ignore this page and read the first 3 and $\frac{1}{2}$. Au revoir and merci. Thank you for your time and attention.

Sincerely yours,

(signed Mrs. L. J. Vallie)

He is French - I am Irish
Canadian.

P.S. (1) I think Business Math should be taught to all students, male and female, whether they will be scientists or what - most young people get married - they should all have a knowledge of civic affairs, municipal affairs, a light knowledge of law and its enforcement. How to buy a house, about mortgages, 2nd mortgages, rentals and tax pertaining to same - I still can't see why the tenant is assessed re taxes when the landlord has to pay taxes and the upkeep of house property. Youth should learn about cooking - maintenance of light appliances - and houses - how to understand about oil or gas heat - humidifiers - anything pertaining to establishing and maintaining a home. Not actual repair, etc. but a working knowledge of equipment when it needs repairs or care, etc.

Operation of a car - safety.

How to budget and handle money.

About carrying charges, credit cards (tear them up), etc. etc.

About child care (where to get knowledge).

P.S. (2) There should be a school where students can learn about consumer buying - weights, measures, prices, gimmicks.

Also what is available in Canada for Canadians - Crown lands, bursary, jobs, education loans, supplements.

Welfare - people should be allowed to supplement some (by working when able) and eventually get off welfare and save the rest of us taxes.

Facilities available in Public Libraries.

Where our Public Parks, Museums, etc. are.

In short see and learn Canada first.

Import and export - exchange and about th- gold standard
- surcharge, etc. etc. - sales tax.

E.G. I didn't know what a "civic centre" was. Confused -
Urban renewal, A-C complex on waterfront and erection of
a city hall - P.U.C. and Senior Citizens complex. Thought
all was controlled by City and each thing was a civic
centre since we voted in City Council, P.U.C. members,
etc. etc. Civic Centre is a "City Hall".

(typed from handwritten original)

156 St. Andrew's Terrace,
Sault Ste. Marie, Ontario,
October 3, 1972.

Committee on the Costs of Education,
Executive Director,
Dr. J. R. McCarthy.

Dear Sir:

Thank you for your time and attention to my little "cry in the wilderness". I would love to attend your meeting, it would be a great experience for me and an education in itself. This is the way I see it. If you busy people could bother to read my letters and then answer them, plus extend an invitation for me to attend the session personally - there is no real need for me to be there. I was going to try and attend but I just received the notification yesterday afternoon (Oct. 2nd) which was really not enough time for me to get there and find places, etc. etc. We have had a little trouble with our mail deliveries lately. I think it has something to do with new sorting machines.

I am quite sure you will disperse our educational costs in a realistic, equitable manner and be as fair as possible to all groups. It is a tremendous job and at sometimes even a political football. At one time I got a little involved in politics - enumerator, poll clerk, etc. just a minor roll.

You asked if I had any more ideas re education. There is one: the "open concept school". It seems from what I read the rooms are fairly barren with windows located quite high; in hot weather the children perspire freely and at one place the children had trouble keeping their papers dry. (*Mainly because some of the school boards forgo the expense of air conditioning.) This I imagine would be a frightful situation for a small child, depressing at least. One of my daughters taught open concept - didn't like it - asked for a transfer. Is this a true state of affairs in some localities?

Another - the teaching of French - my son now 16 started in Grade VII, did O.K. until Grade X - some change in system of teaching or something, anyhow has quit French for Grade XI. Is there some change in the teaching or what? He says he'll lose credits if he takes it again - failed last year, hasn't the same interest. I would have liked him to continue, especially with a name like Vallée.

I had a discussion with a journalist from Windsor (3 children) "effect of T.V. on small children". Says "Sesame Street" programs the kid for 2 or 3 minutes duration - difficult to get them to read or listen to a story being read - they want a quick change. I am inclined to agree. My 16-year-old does not want to read and he is a T.V. watcher - not exclusively, plays basket ball, badminton, tennis, hockey, soccer, and goes to a show occasionally. I started buying Readers Digest books - waste of money - won't read.

Again, thank you for your time and courtesy to the "lone individual". Wishing you success in all ventures, I remain,

Yours truly,

(signed Mrs. Levis J. Vallée)

(accent acute on first e -
n'est ce pas Vallie)

Merci beaucoup - my French from 1932 or 33.

(typed from handwritten submission)

71 Hull Ave.,
Thunder Bay, "P", Ontario,
October 15, 1971.

Dr. J. R. McCarthy,
Executive Secretary,
Royal Commission for Studies in Education.

Dear Sir,

The purpose of this letter of inquiry and protest is to try and establish in my own mind, the right of anyone in this country, or this province, specifically, to close down schools, in periods when I feel that they should be operating.

We have just passed the Canadian Thanksgiving weekend, which afforded all teachers and students an extra day off from their responsibilities and duties. Now my children come home and inform me that another long weekend is lined up for them as the teachers of the area will hold a seminar or convention (whichever you like) on the weekend, which reduces the week again to four days.

Just a rough summing up of time off for these "Educators" tells me that with New Year's Day, the Mid-term break at Easter time, approximately ten weeks of summer recess, and roughly ten days at Christmastime gives a total of about seventeen weeks of being away from their posts. This is a considerable amount of time to be off when you consider, a counterpart in industry or commerce with twenty years of continuous service would have approximately thirty-eight days, plus a few weekends, off in a year, as compared to perhaps one hundred and twenty-three days (123) off for members of the "Federation".

I recently challenged a representative of the Separate School system here at the Lakehead, a Mr. Stevens, a very fine young man, whom I have no doubt will have much success in his chosen work. It was he who referred me to your commission, and as I related to him, that I felt the government of this country, and province, as well as the education people were charging ahead, spending money loosely, at a time when we can ill afford it, with little or no thought as to where that money is to be derived from. No one would say a word if you could see the system working, and the end product

coming from the various systems, was encouraging, but it is not. We are turning out a group of discontented, shiftless people, who are of little or no asset to their families, their city, their country or to anyone. This may well be that the wrong attitudes are being presented to them in the various institutions that they attend for classes. As an example, there is a high school in this city, a public institution, which at one time was the pride and joy of many who attended it, but to pass it today and see the grounds littered with trash, (while they teach pollution control within the walls), to see about seventy-five percent of the student body smoking about the premises, even before they leave the school property, the general condition of the building within, falls short of the mark for neatness; and to add insult to injury, we the taxpayers are even providing parking space for some of the student body to park their "Bombs".

I have referred to various things above that are not directly related to the complaint at the outset of this note, but I, as an individual, don't feel that this letter will do much in the way of changing things, but I feel that the schools are meant to operate five days a week, and students are not to be turned free, unless in a dire emergency, such as attack from a foreign power, a threatening heavy winter storm, a prolonged power failure or something of this importance. All teachers' conventions, staff meetings, teachers' picnics, poker games, bridge parties, etc. will be held after regular school hours. Any training to be acquired by any member of any staff will be attained on the person's own time, and if this is not feasible, then a qualified replacement will be put in the slot, and the person taking the time off will be "docked" for the time that he/she is missing.

I am still not sure if I have made my point, I feel that we have allowed the teachers, and the superintendents, etc. to use us as puppets. They get so involved with their own little groups that they can't see the "bush for the trees" or however you say it, but when people have to work and strive year in and year out, so that groups such as these can holiday endlessly, take trips to Europe at our expense, supposedly to broaden their education, while we at home can't get five-hundred miles away, because of the heavy tax burden placed upon us, it is high time people started to speak out.

In conclusion, I would like to thank you for your valuable time used up in reading this correspondence and also, perhaps your department could get a note of verification off to Mr. Stevens, of the Separate system here in Thunder Bay, for steering me on to this committee. I feel that this man has very much potential, and I hope in the years to come that we will be able to keep him here in this area.

Thanking you again, I remain,

Yours respectfully,

(SIGNED C. V. PARKER)

p.s. On November 11/71 it would be appreciated if all schools in the province briefed their student body on the real meaning of the day, perhaps marching them to the nearest war memorial. If this cannot be conveniently carried out, perhaps a full day in the little red school house would do them no harm.

(typed from handwritten submission)

October 11, 1971

Executive Director,
Committee on the Costs of Education,
Room S-944,
252 Bloor Street West,
Toronto 18, Ont.

Dear Sir:

I am representing no one but myself. Not being different from other people, my comments express much of the dissatisfaction of the people in my home area - near Forest, Ontario.

One of the main reasons for soaring costs is the County Board System, in that

1. high salaried administrators are hired,

2. many men (4, in one instance) are now inspecting fewer schools than one man did in pre-County Board days.

3. One Board had a competent bookkeeper - now they are advertising for an accountant and office manager and their combined remuneration you may be sure will not be in the bookkeepers class.

4. schools less than ten years old are being scrapped in favour of transporting our children to a rural school of the Central variety which has had an equal number of classrooms added (that were in the scrapped school). Small children are on the bus for hours, which is silly because the other school was within easy walking distance. Consider the additional new classrooms' cost plus that of the transporting vehicle.

5. Money is not being spent on the right things. The excuse for large classes used to be 'we haven't got enough teachers'. Well there are plenty now, but classes are larger and larger. The same cannot be said of the staff.

6. larger classes preclude the interest areas which are recommended for classrooms.

7. millions are being spent on 'white collar' education and no jobs exist for the graduates who have to go on welfare.

8. the Board members and superintendents are all of retirement age - they're just not in or of the educational world any more.

9. retirement should be mandatory after 25 years of teaching.

10. As an alternative, every 'X' number of years a teacher must return to College (or whatever) for updating. I suggest that these teachers replace the so-called Masters in Teachers' Colleges. Far too often, Masters in such Colleges are too idealistic and insufficiently practical, a situation which can certainly 'throw' student teachers.

11. we are coming to a time where a diploma is cheap and unvaluable because there are so many, and possession of a teaching certificate and even years of experience do not necessarily mean that one is a good teacher.

12. there are too many "frills" used in school construction. Wall-to-wall carpeting is NOT an essential, with the possible exception of its use in the library. It is attractive but NOT essential!

Far more essential is a good library, audio-visual aids, films and filmstrips, enough of each to serve all.

13. the schools are poorly designed. We have acres of glass in windows which makes classrooms uncomfortably warm in summer and sunny days. The acres of glass are covered then, by drapery which is not a cheap item when one considers a whole school. Neither glass or drapery is cheap!

In this particular case, why couldn't the Department have plans for 4-room, 5-room etc. schools, or plans for additions planned by any Board?

14. Schools do not get enough use. They are expensive to build and are used from 9-3:30 for ten months of the year. Why not teach the 'frills' in the summer months to those who want them - conversational French, advanced Art etc. We can not afford edifices used a few hours of each day.

Summer school is another 'beef'. Why must teachers from rural areas go to Toronto or urban centres? Can't these courses be taught in rural areas? Surely it is cheaper to pay an instructor than to have teachers, especially students, having to pay board in Toronto plus tuition rather than let them board at home. The Department has money to burn so help student teachers at least!

These are a few ideas, not necessarily new, on the revision of the educational process as well as some areas in which saving can be made. Some may seem small but remember "Many mickles make a muckle".

Yours truly,

H. Marjory Catt (Mrs.)

R. R. 6,
Forest, Ont.

6036 Symmes ave.

Niagara Falls, Ontario

October, 20. 1971,

Executive Director
Committee of Education
Toronto

Dear Sirs

In response to your request, I submit the following as a basis of lowering the cost of education which ~~is~~ is exorbitant and wasteful.

1. One public system of schools, not two or more.
2. Eliminate religious teaching in schools (let churches do that)
3. Build schools, to a standard plan where possible, not art galleries.
4. Eliminate school boards, employ one government man for each school district, under the Minister of Education, school ~~boards~~ are wasting millions of dollars, in building new school where not necessary.
5. ~~Eliminate~~ Eliminate all useless subjects from the schools.
6. Use the schools for 12 months, not eight months,

Respectfully submitted

James Milne

(typed from handwritten submission)

October 17, 1971

Dear Sir:

I am enclosing your ad, Committee on Costs of Education published in the Brockville Recorder & Times. I am also enclosing two Letters to the Editor which appeared a few days later.

I am convinced that the comments in these two letters speak for a good many tax payers throughout Leeds, Grenville. I personally feel that Regional School Boards should not have been created. There are far too many unnecessary high salaried officials such as Directors, Supts., Co-Ordinators, and who knows what else the Directors can dream up. Failing the return to the Local School Board System, a good place for your Committee to start would be in the offices of Regional School Boards. I am sure I could save the Taxpayer at least \$100,000 per year in Leeds & Grenville alone.

Thank you.

(signed GORDON ATKINS)

40 North Augusta Rd.,
Brockville, Ontario.



ONTARIO

COMMITTEE ON THE COSTS OF EDUCATION

The Committee on the Costs of Education in the Elementary and Secondary Schools of Ontario has been appointed to undertake a comprehensive review of the costs of education in relation to the aims and objectives, programs, priorities and the like, of the educational system; to evaluate existing programs in the light of experience with them, the requirements of the present, and in terms of the expenditures of money for them; and to recommend policies as the Committee may determine.

The Committee will welcome assistance from representatives of groups, organizations, and associations & from the public through the provision of information, comments and suggestions in areas such as but not limited to:

- the use of the financial resources being provided for elementary and secondary education in Ontario in the attainment of the educational goals;

- the ability of the various differentiating factors in the legislative grant plan such as course, location, level (elementary and secondary), and type (ordinary and extraordinary) to generate funds in proper balance consistent with the needs for the attainment of desirable educational objectives;

- the implications of ceilings on expenditures by local school boards, including the effect on the decision-making and autonomy of these boards;

- the various aspects of school programs with particular reference to innovations and new concepts as for example, the "open plan" organization, technical and commercial programs, and use of educational technology.

It will be appreciated if submissions could be made as soon as possible but not later than 31st March, 1972. They should be sent to:

Executive Director
Committee on the Costs of Education
Room S-944
252 Bloor Street West
Toronto 181

T. A. McEwan
Chairman

J. R. McCarthy
Executive Director

OG-381F

Thinks Old School Board System Was Better

To The Editor: Mr. John Maclean's letter of Oct. 9 hasn't really answered any of the questions raised by Mrs. Earle or by himself. I'm glad to know, that he thinks Premier Davis was right in "making" larger school boards. If the handling of Sweet's Corners school is any yardstick with which we are to measure the achievement of larger boards then we really are in trouble.

I agree that we should be getting more for our tax dollar than the report card we get now. In the elementary school my children attend the card is now typed by a secretary not written out by the teacher. I wonder why we need a secretary to operate a school under the new system with the same size school, fewer teachers and fewer pupils? I wonder why the caretaker needs to be full time now. Are the

schools cleaner or better cared for? I wonder why we need a supervising caretaker with an engineering degree? I do agree with Mr. Maclean that the principals are well paid (why does he not quote the figures) and that the supervisors are grossly overpaid. Are they really necessary?

It may not have been fair for Mrs. Earle to say that she couldn't find out the qualifications for the new co-ordinator's job but why, if they are so easily accessible, did you not list them in your letter? And too, Mr. Maclean that may be straight provincial tax money for the first year — by no stretch of the imagination can you justify this as a reason for hiring a co-ordinator or anyone else unless a need for the job can be well defined and supported.

I would like to suggest that if you doubt your board knows

how to write a brief for the commission on education costs then the members are not worth the \$50.00 a week they get.

In the schools my children attend they are getting little more than they got under the old board — an hour of French — which they would have had in larger amounts under the old way by now — a photo file — big deal more equipment but the loss of the local board member interest, the inaccessibility of the board members (Mrs. Earle would have to call you long distance Mr. Maclean) are a greater loss to the children and the schools than any intangible improvement.

And Mr. Maclean we haven't got any better teachers than we had before — and isn't this what it is all about?

I won't vote against Mr. Auld because of the formation of the County School Board system but if any party were to promise to return to that imperfect but considerably better system I believe that party would govern this province after Oct. 21. I'm sorry it has not become an issue because it is the biggest mistake ever made by an Ontario government and it looks as if it can only get worse. The high priced help who never seem to get out into the schools keep building their empire with a caretaker here, a boss caretaker there, a co-ordinator somewhere else and the Board seems to be tame enough to go along with any suggestions made by the hierarchy without question.

Taxpayer and payer and payer and payer.

Believes Education System Will Test Loyalties

To The Editor: Quite a few of the old Conservatives are going to be in a quandary at election time because they like and appreciate what Mr. Auld has done for Ontario but do not like many things that Mr. Davis has done. To Mr. Auld's credit be it said he has never made any discrimination as to what political party anyone favored when he could be of help. But there are two strikes against Mr. Davis.

To almost everyone's secret disappointment he has done nothing to abolish the permissive form of education so disliked by anyone who isn't getting one of the whopping big (and often it would seem, undeserved) salaries given under this system which is a crude adaptation of that implemented by the late John Dewey years ago in the U.S.A. As MacLean's Magazine said lately, the American form of education became the laughing stock of the world. They have long since abandoned it. But the chaos lingers on. Mr. Davis should have had the perspicacity to try out the system in two or three places before brutally forcing it on the whole province. So appalled are those in charge of the operation of municipal affairs they are doing just that, so regional government has been tried out and it seems often found unsatisfactory. I know of only one parent who is satisfied with the present form of education and he has a small girl who likes to play all the time, I expect. I personally know one teacher, not long out of college, lacking mature judgment, who likes the system. However, it seems that the teachers have found that permissiveness in its original form cannot now be implemented and that in many cases the teaching does not vary so much from that of other years except that the parents cannot understand just how their children are getting along from the new form of report. One wonders if any of those involved in the system would like to fly with a pilot who has learned his skills the permissive way.

But what remains of the system is the terrific expense, the unnecessarily elaborate schools and furnishings, the \$35,000, plus travelling expenses, for all directors, some of whom were public school teachers or inspectors with only a B.A. One wonders if all of them have the brains

of a Trudeau whose salary is about the same. Then the four or five superintendents who get \$27,500 a year (or is it more, now?) plus travelling expenses and the huge staff, many getting outrageous salaries. Now there is an advertisement for a co-ordinator of communications at a salary of from \$10,000 to \$12,000. One cannot find out what the qualifications are, perhaps coy little love locks down the side of the face. I can think of some more positions if it would be a help. How about a person to investigate how much each trustee averages a meeting, some with a year or two of high school, one hears? Why not more women? There are widows, with children to support, better qualified, who could use the \$2,400.

Of course many are gleefully saying taxes are down. So they are. Frantically Mr. Davis scurried about finding places to grab the millions needed. First of all the teachers had their salaries frozen. Or were supposed to. Many were laid off. Extra, often needed courses, were abolished Allocations to libraries were cut. I have examined some of the school libraries. They were very poor. In one I even found the Elsie books. It is really against the rules for them to accept second hand books. \$170,000,000 was given Mr. Robarts for medicare, I believe, from responsible source, that only two million was spent for medicare; that is why it is far behind that of Scotland, a much poorer country. Well we all know that \$170,000,000 was spent on the new system of education plus \$50,000,000 in a desperate effort to clear up the

mess . . . But next year where will all this money to keep down taxes be found?

So this is why many Conservatives wish that Allan Lawrence, who it is thought would have done something to curb the frightful expense of education, had become Premier.

Evelyn Purvis Earle
Gananoque, Ont.

(typed from handwritten submission)

Gentlemen,

Too much money spent on Administration Officers and deluxe offices - their salaries are too high for the work they perform. Most of them have other good jobs and work on school matters at nite only, spending their time on criticism or quarrelling, some of them don't even know much about education and are there to spend the poor taxpayer's money - and get their fat salaries.

The administration could be run with half the numbers of officers and secretaries and better service would be given and much savings done.

It's high time this should be changed and corrected.

Yours truly,

(signed N. P. SIEBERG)

no address

November 26th, 1971

(typed from handwritten submission)

Mr. J. R. McCarthy,
Committee on the Costs of Education,
252 Bloor Street W.,
Toronto.

Dear Mr. McCarthy:

Your excellent advertisement appeared in our local paper and I would like to reply, although what I have to say bears indirectly on financial costs in education. I have been involved in education all my life and have taught youngsters of all ages, from pre-schoolers to nineteen-year-olds. I have, at present, a nursery-school of ninety children, and employ eight qualified teachers.

May I bring to your attention the following conclusions drawn from a lifetime of work, and observation, with young people.

1) Children, like all other forms of life, should never be crowded together in vast complexes. A maximum number to be aimed at should never exceed 400. Herding leads to lack of contact between adult and student, (many principals have not even a nodding acquaintance with their youngsters and simply become pontificating, meaningless figure heads to the pupils) to the creation of customs and mores among the young unrelated to other age-groups, to the glorification of the unrest, uncertainty, and physical solutions often found by teen-agers who are divorced from adults.

2) The economy supposedly found by making bigger and bigger schools can be achieved in other more healthy ways. Cut out frills and elaborations and "providing entertainments". Nothing is valued so highly as when it is worked for. A new fresh, involvement, in the school by faculty and student body to provide together what they think is necessary rather than expecting things of luxury level to be provided, would be a great leap forward.

3) Provide a far greater ratio of adult to student in the school setting. Young people of all ages must identify with an adult for proper mental growth and by high-school age this need must be supplemented by fine people living outside their homes. In our community, a number of parents are involved in the schools and entering the classroom as assistants - with minimum recompense but good involvement. Loosen up the stiff, closed-door fearful classroom setting and let the school become once again a place where the community is involved.

4) Stop bussing children away from their homes. This is a hideous consequence of the huge school, and the cost in the alienation of child and family is too high. Children of 5 to 15 should go home for

lunch, walk with friends and family to and fro - keep in touch with what is going on. For a child of six to spend the hours from eight to four-thirty with only his peers for companionship is asking, nay, begging for trouble. Communication breaks down and the child acquires a set of values which is peer-oriented rather than community-oriented, and no amount of effort, love and help from the parents will be able to bridge the gap. Here in our own community, parents in the northern part of the county fought hard to keep their own local school, and to prevent their young children being "bussed" away to a huge public school complex in the interests of "economy". The ratio of teacher to child would be about one to thirty - impossible for the child to maintain a proper balance of human feeling. The results in terms of violence, immorality, gang indifference, lowering of moral tone, is incalculable.

5) Allow teachers to become richly human beings, involved, creative, thoughtful, vocal, taking issues and debating them, - making their personalities, feelings, and interests known to their students. Publicly, what is known mainly about teachers is that they are always asking for more money. This seems to be the issue which they debate publicly more than any other, and we rarely hear in the public press any of their real concerns about their students. This is certainly not a financial issue, but one which involves training and the inculcation of moral fibre.

Thank you so much for offering me a forum upon which I might air my convictions.

Respectfully yours,

(signed BARBARA GLOVER)

Mrs. William Glover, B. A.,
353 Douglas Avenue,
Oakville, Ontario.

Mrs. B. Down
R. R. 2
Pefferlaw, Ont.
November 30, 1971.

Dear Sir:

Not having had much education myself, I do not fully understand the words in your piece in our local paper.

But as a mother with high school and public school children and a tax payer, I felt I had to put my few points on paper. Maybe they will be read and maybe ignored but I will feel better.

First and foremost I never did, and never will agree with these large Central schools, my children started in multigrade one room school and although they did not have all the newest equipment and advantages, they did have much more individual attention which is far more important, and will make much better citizens of them.

I would have preferred to see them remain in small school which they could walk to and then be bussed a couple of times a week to centres for shop work or art classes etc.

I most strongly object to the rich class of buildings with carpet and hardwood which many people cannot afford in their own homes and teenagers certainly do not respect. Gym halls with floors that cannot be walked on except with white soled running shoes, put me in the position of being dictated to in what my child must wear and I must buy. Tiles would be perfectly good enough. I also feel that gym class being taken to bowling alleys and curling is a bit much. I myself cannot afford these pleasures and I don't feel my hard earned tax money should pay for this.

And I also feel that all schools should employ people to supervise corridors, washrooms, etc. to help to prevent vandalism and bullying which obviously cannot be the job of the teacher. Surely older men or other unskilled persons could fill this job and the cost of their wages would not be as great as the repairs needed at all times.

Thank you.

(signed MRS. B. DOWN)

INDIV. 11
(2nd letter)

(typed from handwritten submission)

R. R. 2,
Pefferlaw, Ontario,
January 29, 1972.

Dear Sir:

I have already sent one letter in about education costs but would like to add this further comment.

A) I would suggest that although the initial cost is large, would camera's or TV not help to cut down the cost of vandalism in schools or even better, older people or even handicapped could be employed to patrol washrooms and corridors.

B) I object to the use of electric typewriters. Why such expensive equipment? We cannot afford to supply our children with these at home and they are discouraged from using the manual kind.

Thank you.

(signed MRS. B. DOWN)

Mr. George D. McNeill,
45 Palomino Crescent,
Willowdale 432, Ont.

November 29th, 1971

Executive Director,
Committee on Costs of Education,
Room S-941, 252 Bloor St. W.,
Toronto 181, Ontario

Dear Sir,

It is encouraging to know that some independent committee is making recommendations from all concerned with the education system. After 26 years of command and staff experience in the Canadian Army I became a Geography teacher in 1966 at the New Liskeard Secondary School (NLSS) where for three years I had an excellent Department head, Mr. Donald McGugan, in charge. (He is now the Geography Consultant with the Dept of Education in Sudbury) Since 1969 I have been mostly a substitute or supply teacher in 15 different high schools in the eastern half of North York. In all my days (over 200) in these schools I have yet ~~failed~~ to find a Geography department where the teaching materials, audio-visual aids and supplies were so well organized and controlled as they were in NLSS. In fact the inefficiencies that I have seen led to the following suggestions to your Committee.

- a) Audio-visual aids in high schools represent a very costly investment in all sizes, large and small, and included. Not only a small percentage of such items are in use at the same time and many are not being used effectively. Suggested reasons are that:
 - a) projection screens are in the wrong place or at the wrong angle causing distorted, partially blurred or obscured pictures -- most of which could easily be corrected;
 - b) overhead, film, filmstrip, slide, ~~xxxxxx~~ and other types of projectors are not easily set up or used in many classrooms so that their regular use is often discouraged for reasons -- obvious to a visitor -- such as lack of aisle space, stands, mobile dolly, electric connections, etc;
 - c) filmstrips, coloured slides (most black and white ones should be discarded), records, tapes, mounted photos, maps and other aids are frequently not properly filed or readily accessible -- again a good reason that no (often available) items cannot be "found" for supply teachers;
 - d) film bookings and configurations in many schools are not posted far enough in advance for teachers to dovetail their bookings of projectors with their courses;
 - e) inventory controls of all such aids, equipment and supplies are lacking or neglected in many schools, although standard systems could easily be established to cut wastage, damage and even losses, which are inevitable without proper controls;
 - f) "blackout" seating, lighting/blackouts and distractions are not being eliminated;
 - g) posters, slides, slideshows "best of", special maps and other displays could be used to enliven the appearance of the classroom and prevent changes still avoid staleness.

In the event some of the audio-visual items are poorly maintained, they are frequently lost and of the time and thus the

Return on this large investment is needlessly low. Some of this may be due to idleness or a "laissez-faire" attitude by teachers but most of it seems to stem from poor departmental organization, controls, layouts of rooms and their furnishings, filing systems and other general responsibilities of department heads. When first appointed maybe they should have lower allowances with increments or merit pay if they fulfill their responsibilities really well. With respect to the other noted deficiencies as well as other duties many of them are not earning their responsibility allowances.

On the subject of textbooks it is appalling to see what senseless wear and tear they get from many of the local students. At NISS each student (or at least each family) had to deposit \$10.00 for textbooks issued and deductions were made for books lost or damaged before the deposit (without interest) was returned when the student left during at the end of the school year. It is understood that some school boards have been abandoning this system which reduced re-binding and replacement costs, despite the ease with which it was administered at NISS. I know most taxpayers in the New Liskeard district did not object (even if some of the teachers did) as they could appreciate the savings in municipal taxes. If all school taxpayers and boards were "sold" on this system the savings within the whole of Ontario would be really substantial. The annual losses from class sets of text and reference books are also evident. Many "keen" students "borrow" these for extended periods without permission so that there often seems to be a shortage in the classrooms. Perhaps more frequent surprise checks of lockers would help.

A lot of the above suggestions concern rather simple matters, easily corrected, but they are wasting a great deal of school revenues. Many of them seem to be the result of inadequate training or inspection. Inattention in teaching aids and duplicating equipment appears to be quite widespread in too many schools. Some duplicators are known to be rather "temperamental" machines and unless the tricks in using them is properly taught the wastage of paper and the cost of repair time can be very expensive. Audio-visual and other staff members should do a series of costing studies to pinpoint where training is needed most.

Leaving the Geography (also some History, French and Science) classrooms which I know from personal experience I wish to comment on the general administration of schools which I have seen only as an outsider--but as one who has experienced a lot of administrative jobs with the Army in Canada and overseas. Firstly it seems a shocking waste of good teaching talent to have so many highly paid vice-principals involved in minor administrative duties at the lower high schools. The Greater Montreal School Board is experimenting with a much lower-salaried administrator in lieu of a vice-principal at a few big schools this year. This is really the position seems to be downgraded too much and the instructor is left high for the full year whereas they are really only doing the job about seven months. Some retired service personnel might be able to really fit into such a job. It is estimated that the salary would be as low as \$8000 per school.

Secondly the OSSEP and/or the profession of School Business Administrators (who are certainly needed with school boards) may protest that with merit pay some repeated vice-principals could be encouraged to stay. In North York it is reported that next year they will be able to free hand in staffing, but with their assistants as well as the principals are unlikely to hire administrators!

Yours very truly,

Constance

159 University Avenue West
Apartment 1201
Waterloo, Ontario

December 1, 1971

Mr J.R. McCarthy
Executive Director
Committee on the Costs of Education
Room S-944
252 Bloor Street West
Toronto 181, Ontario

Dear sir:

In response to your invitation for suggestions concerning the costs of education in Ontario, we strongly recommend that the committee consider the thesis of Deschooling Society by Ivan Illich, director of the Center for Intercultural Documentation in Cuernavaca Mexico. The book is published by Harper and Row.

Sincerely yours,

Sharon Myles Genest

Sharon and Myles Genest
Integrated Studies
University of Waterloo

2/12/71
Noted
J. Genest

COMMITTEE ON COSTS OF EDUCATION

Re an advertisement in Geraldton Times Star November 17

Re Paragraph One

There is no reason that the average student in the regular system couldn't take elementary school in 7 years rather than 8. Some students may take the 8 years but on the whole what I have seen of our younger generation the majority would do very well in a seven year course. Abolish the grade 13 and you have shortened the educational years by 2 thus a saving of money and space for each child in the educational system.

The entire school system is not geared for the modern day way of life. Students have, during the last 5 years, been encouraged to go to college. Now we have unemployed and Unemployable educated bums. Why couldn't the Department of Education see a little in advance that the world was in a state of change.

Industry should take an active interest in education and assist in training service personnel. It is very difficult to have repairs done to a home or the many electrical gadgets we take for granted as necessary. Why not courses in the High school for repairs to small appliances, or a course in basic carpentry. A plumber is almost impossible to get even when one is standing knee deep in water to phone.

The Boards of Education in this northern part of the province have, in order to get teachers, had to enter into the real estate business. They buy or build homes for teachers to rent. This started because the Provincial Government refused to grant mortgage money in remote areas of the Province. Recently the mortgage money has become a little easier to get. Not only are the School Boards collecting taxes to build and maintain homes for well paid teachers they are renting them at a very reasonable cost at the subsidy of the general public. The best thing in the world that could happen is for the Department of Education to instruct all School Boards to operate only school buildings and refrain from supplying living accommodation. Teachers are well enough paid to build their own homes.

PAGE TWO

Moving expenses for teachers to relocate should be handled by the Province, and granted only once every 5 years. Some teachers are moving every 2 1/2 years at the taxpayers expense. This is an added burden on the finances.

We used to educate children. Now we have a travel agency for holiday trips, taken during the school term. The teachers are paid for the chaperone services plus supply teachers are hired to take over their duties. These trips are to my knowledge subsidised by School Boards with a considerable sum of money each year. I realise that travel is educational but travel should be done at the parents expense and during the summer holiday season.

Years ago a parent paid for music instruction for their children. Now not only does the School Board supply the instruction but also the instruments, which are in some cases not taken care of.

School facilities are essential but should not sit idle for long periods of the year. I am all for a longer school term. Hospitals operate 24 hours a day 365 days a year and the doctors or nurses manage to take courses to keep abreast of the changes in techniques. Why do the teachers have to have 2 months off to attend summer school which in most cases is again subsidised by the poor taxpayer.

If the Department of Education and the local Board of Education got back to educating children and kept out of the holiday trips, subsidised housing for teachers, and threw out the frills the costs would get back in line. The time spent getting an education now leaves the parents poor and the young with a short few years of working before they are ready for the pension. I feel going to school or some other place for an education should not last half a lifetime or it gets to be a way of life.

Linger Ball
Box 1051
Sault Ste. Marie
Ontario

1056 Belaire Drive,
Sarnia, Ontario,

January 6, 1972.

Dr. J. R. McCarthy,
Executive Director,
Committee on the Costs of Education,
Suite S - 944,
252 Bloor Street West,
Toronto 181, Ontario.

Dear Sir:

I respectfully submit the enclosed brief for consideration by the Committee on the Costs of Education.

I have attempted to keep my brief objective, but I realize that it is also subjective. However, my opinions are based upon some twenty years teaching experience. I have also enclosed a copy of my data sheet so that the members of the committee might have some indication as to the full range of my experience.

If the committee is going to hold public or private hearings, I would be pleased to appear in order to clarify and expand on the ideas presented in my brief.

Yours respectfully,

James Miller

James Miller.

JH:cn
Enc.

12/1/71
Received Mr.
Atk
20/12

REPORT

to

ONTARIO

Committee on the Costs of Education

from

James W. Miller

January 1972

In the public mind today, there is much doubt that some changes introduced in the Department of Education are sound. This is especially true when the changes are not subjected to the adversary situation, for the reason that educationists and politicians refrain from criticism, eager to prove that they are modern. The British Presbyterian Theologian, John Oman said, "The false prophet is a shall gathering up and echoing the spirit of his age; the true prophet is no echo of the moods and passions of his age, but a living voice declaring what is its true lesson."

COST OF EDUCATION

The Committee will probably receive many comparative financial statistics and consequently I shall only question certain expenditures which are charged to education.

1. The retention factor of students in Secondary Schools has risen in the past decade. Figures concerning the retention factor are available in the reports of the Minister of Education. However, the drop-out has been replaced by the sit-in. It is no doubt better and perhaps cheaper for society to have the former drop-out in school. Consequently one must question if this should be an accounting charge against education.
2. Counselling and psychological services should become part of County Health Units. These services should be available to the community at large and not just to a select age group. The costs of these services should be charged against health and welfare and not education.
3. School libraries should be available to the entire community. These libraries should be the responsibility of the local library boards. Many of our secondary school libraries have better non-fiction sections than local libraries. This is one reason why these libraries should be community libraries.

PHILOSOPHY OF EDUCATION

On page 35 of the 1969 Report of the Minister of Education for Ontario is the statement, "A school must be student-centered: its main aim is the development of each child or young adult to the maximum of his or her potential." In order to meet this aim, the Department has instituted the credit system into the Secondary Schools.

While it is true that the schools must attempt to develop the individual to the maximum of his or her potential, it is equally true that the school must meet the needs of society.

The credit system says that we must have happy students and that the way to achieve this happiness is to permit the student to study those courses which he wishes to study. Such a philosophy is certain to create self-centered selfish individuals. These young people will become disillusioned when they realize that they have been deceived.

The game of life means earning a living and helping our fellow man. Life is interesting some of the time. However, the successful individual has the self-discipline to do the tasks which are unpleasant and uninteresting. The present school philosophy as established by the Department of Education will produce immature persons.

In September of 1971, Mr. W. Twaits, chairman and chief executive of Imperial Oil Ltd., spoke to the Canadian Education Association in Montreal. It was reported in the Montreal Gazette (September 23, 1971) that Mr. Twaits stated that our system of education must be more selective and not elective if we are to produce mature individuals.

It is incredible that the Department of Education would issue a Graduation Diploma to a student who has never taken a single course in English and History and Economics during his time in the Secondary School. Certain courses must be compulsory. Students should take at least four credits in English towards their diploma. Surely the diploma should mean that the graduate can read and write with some degree of competence. Students should also have to take some courses in History, Economics, and Law in order to qualify for a diploma. Alvin Toffler states that students who are ignorant about the past see nothing unusual about the present.

For further ideas in possible programs may I suggest that the committee members study Part B of Circular H.S. 1 1971/72.

These programs were in use during the sixties. Perhaps these programs required some revisions. Even in their present form they were superior to the credit system. There is a serious danger that under the credit system the Graduation Diploma will become merely an attendance award.

As a parent I prefer to send my children to a traditional school. However, the Department has decreed that I cannot do this because every school must operate under the credit system. Why must every school have the same curricular structure? Where is my right as a parent to send my children to a school of my choice? Is not the present philosophy of the Department of Education extremely restrictive?

An unsound philosophy of education makes any expenditure on education a poor investment.

VOCATIONAL EDUCATION

There appears to be a subtle undercurrent to de-emphasize Vocational Education in the Secondary Schools. The Department has been encouraging that fewer hours be spent on certain Business and Commerce subjects. The Department also has been encouraging that these courses become general in nature and not specific. However, Vocational Education must be specific.

If too many of our Business and Commerce courses become general, then our graduates, who might normally go to work in a business office, will have to receive their specific training elsewhere. Could such a move to de-emphasize Vocational Education be a subtle ploy to ensure full enrolments at the Colleges of Applied Arts and Technology?

The people believe that the Secondary Schools should offer students a general education and that these students should receive their job training at a post-secondary institution. Such a philosophy is indeed expensive. Some students prefer to go to work at the end of grade twelve and we will be educating these students if we de-emphasize Vocational Education.

TEACHER TRAINING

One of the present tragedies in education is the fact that the Provincial Government is surrendering its responsibilities in teacher training to the Universities. From my own personal experiences, I would have to say, that up to the present time, the Government has done a better job in teacher training than has the Universities through their Colleges and Faculties of Education. In the past, the Government has usually been willing to listen to ideas concerning teacher training. I am not at all confident that the Universities will be willing to listen in the future.

The deans of certain universities and Faculties of education appear to be saying that it is important to teach people how to learn. They also appear to be saying that we do not require the Specialist Teacher in the Secondary Schools. While it is desirable to teach students how to learn, it is also desirable to have them learn facts.

There have always been more facts than one could possibly commit to memory. However, certain facts in any discipline will always have to be committed to memory. It has become increasingly necessary to put the facts of any discipline in an order of priority. In the Secondary Schools the Honours Graduate and Specialist Teacher is better able to do this than the General Graduate and the Non-specialist Teacher.

There is the danger that the faculties of education might combine teachers of different disciplines and age groups (K-13) into houses or groups for their training. At the present time, students at Colleges of Education receive about 14 hours of instruction per week in the methodology of the subjects they wish to teach and for which they have the academic background. If these student-teachers are organized into houses, they will probably receive only 4 hours per week of instruction in the methodology of the subjects they wish to teach.

A teacher of primary grades requires different training than a teacher of history in the Secondary School. Teachers of various disciplines and age groups require different training. This fact must continue to be remembered in the future or much human energy and time will be wasted.

DISCIPLINE

The present soft line on discipline is increasing the cost of education. This soft line on discipline also distracts from the learning situations of students who desire to benefit from their years in school. Class sizes could be larger if teachers did not have to expend so much time and energy with students who disrupt the classes. If the public does not wish a return to rigid disciplinary procedures, it must be brought to realize that the present method of dealing with problem children is very expensive.

TEXT BOOKS

Approximately 1% of a school board's budget is spent on text books. This is a very important expenditure. A teacher is responsible to construct a course of study in a subject from the Department of Education guidelines. However, the teacher can only use texts that are shown in Circular 14 - the approved text book list. While it is possible to request a text not listed in Circular 14, the Department has been reluctant in recent years to grant permission to use other texts. It is unfortunate that in some cases the students cannot have the best book available for their basic text.

THE ACT AND REGULATIONS

Many of the terms in the Schools Administration Act and Regulations made under this Act are difficult to interpret in view of the recent re-organization of school administrative units. The Act is also difficult to interpret in view of changing social conditions and thinking. Administrators spend too much time attempting to interpret the Act. The Committee need only to read the Act and the Regulations to see which parts are out-of-date. The Act and the Regulations should be rewritten in order that the intent of the Act and the Regulations can be more readily understood.

MISCELLANEOUS

Approximately eight years ago, the Anglican Church of Canada developed a new curriculum for their Sunday-schools. This was an experienced-centered curriculum that contained very little content. This new curriculum was produced by priests who had very little parish experience. This year my own church has returned to a content-centered curriculum which is produced in the United States.

At present, there is no set Anglican curriculum in Canada. Each church is to select its own curriculum. Many churches are desiring a set Anglican curriculum but none exists. The young men who created this new experienced-centered curriculum are no longer involved in this work. One wonders if the authors of the new philosophy in Education for Ontario will be available in the next few years to lead us out of the chaos which they have created.

The matter of electives (interest courses) in the elementary school must be opened to questioning. Many of these electives - ceramics, art, drama - are also being taught through programs offered through municipal Departments of Recreation. The elementary schools have a sufficient number of courses without adding electives to the program. The electives should be taught by other agencies in the community after school, in the evenings, or on Saturdays.

CONCLUSIONS

1. Expenditures made for counselling services, psychological services, and libraries should not be charged to education.
2. A sound philosophy of education is necessary in order to ensure that educational dollars are spent wisely.
3. Any de-emphasizing of Vocational Education in the Secondary Schools will increase the cost of education at the post-secondary level.
4. The Provincial Government has a definite responsibility in lacking some control in the field of teacher training.
5. The present soft line on discipline is expensive.
6. The expenditure of money for certain text books is wasteful.
7. The Act and the Regulations should be rewritten.

DATA SHEET

Professional History

- 1951 Graduated from Stratford Normal School.
Appointed to the Petrolia Public School staff.
- 1955 Appointed to the Sarnia Public School staff.
- 1956 Received B.A. degree from University of Western Ontario.
Total elementary school experience 6 years - grades 3-8.
- 1957 Received Type B certificate in English, History, and Geography.
Appointed to staff of Sarnia Northern Collegiate.
Subjects taught: English, History, and Geography in grades 9, 10, and 11.
- 1960 At request of the principal, subjects taught: Typewriting, Bookkeeping, Business Machines, Arithmetic, and Law.
- 1961 Received Type A certificate in Geography.
- 1962 Received Commercial Specialist (Accounting) certificate.
- 1963 Appointed Vice-principal of Sarnia St. Clair Secondary School.
- 1964 Received Secondary School Principal's certificate.
- ~~1966-1964~~ Returned to full-time teaching at St. Clair Secondary School
Subjects taught: Bookkeeping, Shorthand, Typewriting, Law, and Consumer Education.
- 1968 Appointed Director of Business and Commerce at St. Clair Secondary School.

Co-curricular Activities

Coaching, public speaking, school magazine, students' council.

O.S.S.T.F. Activities

Past President Sarnia Branch.

Past President District 3.

Branch Committees: Merit Pay.

Salary negotiations for seven years, including one year as chairman.

Provincial Committees: Commission on Aims and Objectives.

Member of Provincial Executive Council.

Member of Superannuation Committee for four years, including one year as chairman.

Member of Superannuation Commission for two years.

Attendance at Lakefield Workshop - two years as a delegate and two years as a member of the staff.

Publications

Three articles printed in the O.S.S.T.F. Bulletin -
January 1963, May 1965, March 1968.

Co-author of "Facsimile Bookkeeping Practice" published by H.J. Brown.

Article printed in the October 1971 edition of the "Pitmanite".

Submitted a brief to the Royal Commission on Book Publishing in 1971.

Althouse College of Education

Associate Teacher for past six years.

Member of Summer School staff for past five summers.

Subjects taught: Typewriting Content and Methods, Accounting
Content and Methods, Law Content and Methods,
Organization of a Commercial Department.

Department of Education Activities

Conducted and or assisted at four workshops (Typewriting and Shorthand)
organized by Program Consultants.

Previewed a text for Circular 14.

Community Activities

Sunday school teacher for seventeen years, including five years as
a general superintendent.

Member of Church Boards of Management on five occasions.

Member of Sarnia Chamber of Commerce.

Hobbies

Swimming, tennis, running, and reading.

Religion

Anglican.

References

Mr. Howard Watson, Principal,
St. Clair Secondary School,
Sarnia, Ontario.

Mr. A. D. G. Billingsley,
Superintendent of Instruction,
Lambton County Board of Education,
Sarnia, Ontario.

References continued:

Mr. W. B. Keab,
Program Consultant,
Ontario Department of Education,
Hyde Park Road,
London, Ontario.

Professor Henry Kaluzs,
Director of Business and Commerce.
Althouse College of Education,
1137 Western Road,
London, Ontario.

Rev. E. Shilliday, Rector,
St. Bartholomew's Church,
718 Cathcart Blvd.,
Sarnia, Ontario.

Personal

James William Miller,
Age 40,
Married; 2 sons, ages 6 and 9.

Home Address
1056 Belaire Drive,
Sarnia, Ontario.
Phone: 542-5237.

School Address
St. Clair Secondary School,
340 Murphy Road,
Sarnia, Ontario.
Phone: 344-3651.

COMMITTEE ON COST OF EDUCATION

BRIEF

by

Toronto Board of Education
former Trustee

ERNEST JONES

Re: Motion by Trustee Ernest Jones

When I was a Trustee on the Toronto Board of Education I recommended a \$10.00 charge for students attending night classes. After some tough opposition by Mr. B. Lowes and Mr. W. Ross, I eventually succeeded in having it passed, by a Board vote of ten to eight, that a charge be made of \$10.00 per student per year. Thirty-one thousand students enrolled for night class courses which brought in \$310,000.

December 21, 1971.

December 21, 1971.

To Save Educational Dollars in Metro

1. Get rid of the Metro structure. It has lived out its essential first purpose, and is now manufacturing more and more jobs and committees, and building up a huge army of expensive professionals and clerks.
2. Return all welfare and health services to their proper departments. These are all necessary, but should not be charged to educational and property taxes.
3. Reduce the number of trustees to one per ward. One good trustee who does his homework is better than a dozen loud mouths who interfere with the proper business.
4. Put proper professionals in professional jobs. For example, a Librarian with a library degree earns less than a teacher-librarian, and usually does a far better job.

Another example is high-priced Assistant Superintendents all over Metro looking after Budget for which they have no training, or looking after Planning for which they have no training, or Personnel for which they have no training. Teachers are the highest paid people in the system and should be reserved for teaching.

5. Get rid of all consultants by putting them back into the classroom to help individual schools. But keep the experts in Special Education and keep the Subject Directors.
6. Clear away all the overlapping jobs in the Business Departments. The Metro system has dozens of jobs that are handled by several persons before decisions are made.
7. Put a few more pupils in each classroom. A good teacher can teach 40 kids as easily as 30. The pupil-teacher ratio is a sacred cow that is ready for the butcher.
8. The Department has the province divided into districts with Superintendents, clerks, consultants, and all the rest. All of this is nonsense. If the teachers know their jobs in the first place, there is no need for all the high-priced officials running around the province interfering in other people's work.
9. Get rid of Department Heads and Chairmen of subjects in all schools. This is a very expensive procedure for all the taxpayer gets out of it.
10. Set up one real estate department for all of Metro; one Educational Director with Superintendents under him for each district; scrap the Metro system and let the local people run the show.

An additional reduction in the cost of education in Metro would be made by eliminating the Metro School Board which cost \$1,700,000 a year for administration salaries during the year 1969-1970, which could be more in 1971-1972. I think this could be done by forming a Commission consisting of four business people and two academic people who would set the current and capital budgets under which each Metro Board would operate to best accommodate its own local requirements.

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POSSIBLE SOURCES OF BUDGET REDUCTION

1. Reduce size of Board and restrict activities of Trustees to policy making.
2. Decentralize system into districts. Reduce central office staff accordingly.
3. Have functions of Metro Toronto School Board assumed by Department of Education thus eliminating over-lapping and duplication and putting an end to the "Third Tier" of responsibility.
4. Eliminate supervisory and consultant functions at Regional Offices of Department of Education or at least reduce them to size needed for rural areas only.
5. Make all Welfare and Health responsibilities (e.g. free lunches, free milk, bursaries) the responsibilities of the departments of government who administer these areas.
6. If the present Metro system continues, permit area boards to retain any year-end surplus for supplementary or enrichment programs. The present method of returning surpluses to reduce following year's tax rate provides no incentive to a board to save.
7. Reduce number of psychologists and social workers employed in Child Adjustment Services. Hire community workers (Ryerson and Community College graduates to replace some of them at a lower salary.)
8. Hold the line or keep to modest increases in salary negotiations with all groups. We have had good increases for several years in a row. Also, raise pupil-teacher ratio so as to use fewer teachers. Most secondary school teachers teach only 6 periods per day.
9. Eliminate special allowance for Special Education teachers. They already receive extra allowance for their extra qualifications in most cases.

December 21, 1971.

BOARD OF EDUCATION
Office of Director of Education

April 23, 1971.

To the Chairman and Members
of the Finance Committee:

PART I

The following is an extract from the minutes
of the Finance Committee, dated April 5, 1971:

"Trustee Beach moved that the Director of
Education provide the Committee with a list
of the staff of the Metropolitan Toronto
School Board. The motion was carried."

Pursuant to the above request, the Metropolitan
Toronto School Board has provided the attached
information. The staff for the Schools for Retarded
Children operated by the Metropolitan School Board is
not included.

Respectfully submitted,

RONALD E. JONES,

Director of Education.

THE METROPOLITAN TORONTO SCHOOL BOARD

13.

STAFF LIST - APRIL 1971

NAME	POSITION
Anderson, D.	Draftsman - 3rd. Floor
Anderson, Mrs. J.	Executive Assistant to the Directors & Sec. to the Ad. C. Directors - 3rd. Floor
Auditors	6th. Floor
Babbin, Mr. J.	Systems and Procedures Officer - 6th. Floor
Bone, Mr. B.C.	Chairman - 3rd. Floor
Barnes, Mrs. B.	Secretary - General 3rd. Floor
Beardsley, Mrs. B.	Academic Research Officer (S.E.F. 3rd. Floor)
Belgrave, Mr. M.	Programmes Administrator (S.E.F. 3rd. Floor)
Brearley, Mr. R.	Grants Officer - 6th. Floor
Bricker, Miss K.	Editor (S.E.F. 3rd. Floor)
Brown, Mr. B.	Statistical Assistant - 6th. Floor
Clarke, Mr. J.	Assessment - 175 College
Clendenning, Mr. E.	Assistant Budget Officer - 6th. Floor
Cookson, Mrs. M.	Secretary to Mr. Fontaine & Montemurro - 6th. Floor
Coupar, Miss M.	Secretary to Mr. D. Ross
Chauncy, Mr. G.	Consultant (S.E.F. 3rd. Floor)
Dabbs, Mr. G.	Building Cost Control Analyst
Desjardine, Miss A.	Research Assistant
Dillman, Mr. P.	Assistant Accountant - 6th. Floor
Doyle, Mrs. K.	Secretary to Mr. Pickering
Drew, Mr. W.	Assessment - 175 College Street
Dunne, Miss G.	Secretary to Mr. Vallery
Durlack, J.	Consultant (S.E.F. 3rd. Floor)
Farrell, Mr. H.	Salary Administration Officer - 6th. Floor
Fontaine, Mr. P.	Operations Research Officer - 6th. Floor
Frost, Mr. T.	Assessment - 175 College
Fryer, Mr. D.B.	Chief Accountant - 6th. Floor
Grey, Mr. G.	Editorial Assistant - 6th. Floor
Green, Mr. D.	Superintendent of Academic Programmes - 3rd. Floor
Hambleton, Dr. D.	Research Co-ordinator - 175 College
Hughes, Miss P.	Research Assistant - 175 College
Hurley, Mr. N.	Assistant Comptroller of Finance - Budgets - 6th. Floor
Lopes, Mrs. A.	Receptionist - Switchboard - 3rd. Floor
Lowry, Mrs. S.	Secretary to Mr. N. Hurley & Clendenning - 6th. Floor (S.E.F. 3rd. Floor)
Library	
MacKinlay, Mr. S.	Assistant Comptroller of Finance - Accounting - 6th. Floor
McCordic, W.J.	Director and Secretary-Treasurer - 3rd. Floor
McCready, Mr. B.	Assessment Supervisor - 175 College
McEachern, Mrs. C.	Secretary to Dr. Hambleton - 175 College
McLean, Mrs. L.	Secretary to Mr. McCready + Assessment - 175 College
Miller, Mrs. E.	Accounts Clerk - 6th. Floor
Montemurro, Mr. H.	Information Retrieval Officer - 6th. Floor
Murray, Dr. J.S.	Academic Director (S.E.F. 3rd. Floor)

Glone, Miss W.	Secretary to Mr. P.J. Tirion (S.E.F. 3rd. Floor)
Newell, Mr. J.	Programmer - 6th. Floor
Pickering, Mr. R.	Recording Secretary - Metro - 3rd. Floor
Pierce, Mr. J.	Assessment - 175 College
Quealey, Miss B.	Secretary to Dr. Ridge - 3rd. Floor
Rajanayagam, Mr. S.	Planning Research Officer
Rankin, Mr. J.	Co-ordinator and Systems Building (S.E.F. 3rd. Floor)
Ridge, Dr. G.	Director of Capital Programming and Research - 3rd. Floor
Roberts, Miss L.	Secretary to Mr. W. J. McCordic - 3rd. Floor
Ross, Mr. D.C.	Solicitor - 3rd. Floor
Savage, Mrs. C.	Secretary to Mrs. Joan Anderson - 3rd. Floor
Scott, Miss L.	Secretary to Mr. S. MacKinlay - 6th. Floor
Sealey, Mr. J.	Statistical Assistant - 6th. Floor
Ross, W.H.	Administrator of Retarded Schools - 6th. Floor
Sheedy, Miss M.	Secretary to Mr. Ross - 6th. Floor
Smith, Mrs. E.	Secretary to Mr. Dabbs, and Rajanayagam - 3rd. Floor
Smith, Miss M.	Secretary to Mr. D. Green - 3rd. Floor
Stewart, Miss A.M.	Librarian (S.E.F. 3rd. Floor)
Stone, Miss R.	Secretary to Mr. Farrell & Babbin - 6th. Floor
Thorman, Mr. R.I.	Comptroller of Finance - 6th. Floor
Tirion, Mr. P.J.	Technical Director (S.E.F. 3rd. Floor)
Trotter, Mr. M.	Assessment - 175 College
Tillery, Mr. H.J.	Superintendent of Academic Studies - 3rd. Floor
Hitten, Mrs. A.	Programmer - 6th. Floor
Hison, Miss B.	Statistical Assistant - Reception 6th. Floor
Hods, Mr. P.	Co-ordinator of Construction (S.E.F. 3rd. Floor)
Horn, Mrs. S.	Secretary to Dr. J.S. Murray (S.E.F. 3rd. Floor)

Assessment Revision Staff

East York Board of Education

1. Hamlin
2. Byford

Etobicoke Board of Education

1. Campbell
2. Dixon
3. Ross

North York Board of Education

1. Riches
2. Witherspoon
3. Cook

Scarborough Board of Education

1. Boss
2. Peever
3. Craig

York Board of Education

1. Forsdike
2. Conery
3. Kocinias

"11 'cheaper' schools cost \$3 million more

Eleven Metro schools built under a program designed to save money on construction have cost nearly \$3,000,000 more than expected.

Cost of the schools, built on an assembly-line basis to specifications drawn up by the staff of the Study of Educational Facilities (SEF), got out of control, a Metro school board official admitted yesterday.

But last night Metro school trustees at a building and sites committee meeting heard that costs were driven up by a lack of co-operation among architects and school officials, inexperienced contractors and a series of delays.

Components for each school are manufactured in a factory and assembled on site. What has been called "Tinker-Toy" construction adds greater flexibility to a school since walls, electrical fittings and all cupboards, shelves and blackboards are moveable."

(Excerpt from daily newspaper)

Toronto Sun - Jan. 12, 1972

Metro School Board finds no saving in their mass-produced schools

Metro School Board may have to shelve its Study of Educational Facilities (SEF) school system, board chairman Bruce Bone said last night.

SEF was set up in 1965 to build cheaper schools of mass-produced component parts. Some 20 SEF schools are in various stages of construction, some finished.

Bone, re-elected to his third straight term as Metro board chairman, said in his inaugural address there are barriers to building more.

The cost of SEF buildings is higher than that of buildings erected in the standard way and higher than the amount the Department of Education will approve, Bone said.

Moreover, Metro's school construction has declined to the point where all new buildings would have to be SEF models to make the mass production of parts worth while.

One reason for SEF's relatively high cost is that an escalation clause was built in to take account

of inflation. When the economy weakened, SEF was stuck with the clause while other builders were able to pare their bids.

The board elected F.C. Hill, East York board chairman, as its vice-chairman. Chairmen of standing committees are Mrs. Fiona Nelson, Toronto, academic committee; Gerald Phillips, Scarborough, buildings and sites; Mrs. Mary Fraser, Toronto, finance.

Doubts raised

Attempt to end SEF voted out by trustees

Trustee Herbert Burges of the Toronto Board of Education yesterday tried to end in the final a proposed year-long academic study of Metro-area open-plan schools but under the Study of Educational Practices (SEP) plan.

Mr. Burges did it in dramatic fashion at a privacy committee meeting by recommending that the SEP idea be dropped and that the Metro Toronto School Board be immediately disbanded.

The latter suggestion was ruled out of order and the board voted not to recommend to the Metro board that the SEP operation (with nine members and a yearly cost of \$200,000) be discontinued.

But the discussion raised some strong questions about success of the plan. It is 1966 with the aim of building schools from mass-produced component parts. The interchangeable parts were to provide classroom flexibility and mass-production was to make schools about 10 per cent cheaper.

Only one of the 10 SEP schools completed by last September cost less than the projected figure. And a preliminary evaluation of the schools by SEP staff last November found that "from the standpoint of the users, all things considered, the new open-plan non-SEP schools were just as satisfactory as the SEP schools."

The study, a survey of teachers, students and parents, dealt primarily with such factors as floor area, noise control, use of library facilities and interior and exterior appearance of the buildings. But it also found that students were as likely to be bored in open-type schools as in traditional schools, that teachers in open-plan schools spent less time marking and preparing material, and that more parents visited informally at other open-type schools than at SEP schools.

The study recommended a year-long evaluation of the academic success of the schools, which Mr. Burges said yesterday proves that the Metro board is "an institution in a jobber."

"Look at the three criteria set by the SEP people themselves: lower cost, higher quality and faster construction. Only one school cost less. The report says non-SEP schools are as good as SEP schools. They were built faster, but that's the least important factor."

Education director Ronald Jones defended the project, calling it a "great Canadian first, which probed both education and the construction industry. At some future time we might use the idea again. It isn't 100 per cent successful but we've learned a lot."

Mr. Jones added that the idea might be coming to an end by itself anyway.

The Metro board faced with prominent Government spending priorities, has no plans for further schools built under the SEP system. And Trustee Barry Lewis pointed out that a falling birth rate and public employment suggest a diminished budget for school building in the future.

What is left now is a study of just how well the schools already in operation are doing their job, in comparison both with traditional schools and with open-plan schools not built under the SEP plan.

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1971 CURRENT ESTIMATES

METRO TORONTO SCHOOL BOARD

	<u>Elementary</u>	<u>Secondary</u>	<u>Total</u>
Study of Educational Facilities (S.E.F.)	\$ 170,884	\$ 80,416	\$ 251,300
Admin'n Expenses	<u>1,068,508</u>	<u>411,676</u>	<u>1,480,184</u>
Total	\$1,239,392	\$ 492,092	\$1,731,484
	<u>=====</u>	<u>=====</u>	<u>=====</u>

1971 CURRENT BUDGET

SECONDARY SCHOOLS

THE METROPOLITAN TORONTO SCHOOL BOARD

	Page	1969	1970	1971
		Actual	Budget	Budget
EXPENDITURES				
Debiture Debt Charges	1	\$ 12,920,065.	\$ 14,277,783.	\$ 14,604,895.
Charges from Elementary School Accounts	2	636,624.	825,926.	834,594.
Capital Outlays from Current Funds	3	8,040,163.	7,628,913.	7,856,000.
Study of Educational Facilities	4	96,485.	133,851.	80,416.
Schools for Retarded Children	5	1,335,842.	1,689,861.	1,964,829.
Educational Services	6	1,405.	2,334,626.	714,889.
Premium on Foreign Exchange	7	131,243.	130,000.	70,000.
Temporary Financing Charges	8	(431,818.)	150,000.	100,000.
Provision for Metro-wide Insurance Plans	9	--	66,000.	194,000.
Rehabilitation of Portables	10	--	20,000.	20,000.
Administration Expenses	11	231,797.	327,567.	411,676.
Transfer of Frank Oke Vocational School	18	--	525,000.	--
GROSS EXPENDITURE		\$ 22,961,806.	\$ 28,109,527.	26,851,209.
Tax Deficiencies	12	2,938,141.	3,700,000.	3,900,000.
TOTAL EXPENDITURE		\$ 25,899,947.	\$ 31,809,527.	\$ 30,751,209.
REVENUE				
General Legislative Grants	13	\$ 38,863,088.	\$ 47,311,000.	\$ 66,900,000.
Supplementary Tax Revenue	14	3,298,148.	3,000,000.	3,000,000.
Sale of Buildings and Sites	15	160,549.	--	--
Surplus from Prior Year	16A	4,209,477.	6,218,794.	6,740,859.
Surplus Schools for Retarded Children		74,617.	--	--
TOTAL REVENUE		\$ 46,605,379.	\$ 56,529,794.	\$ 76,640,859.
NET EXPENDITURE		\$ (20,705,932.)	\$ 24,720,267.	(45,389,650.)

Revised April 22, 1971

1971 CURRENT BUDGET

ELEMENTARY SCHOOLS

THE METROPOLITAN TRUCK & RAILROAD BOARD

EXPENDITURE	Page	1969		1970		1971	
		Actual	Budget	Actual	Budget	Actual	Budget
Debt Service Debt Charges	1	\$ 24,421,760.	\$ 27,469,251.	\$ 27,469,013.		\$ 29,116,964.	
Charges to Secondary School Accounts	2	(537,030.)	(326,352.)	(798,254.)		(835,000.)	
Capital Outlays from Current Funds	3	7,198,762.	5,331,177.	5,611,535.		4,542,916.	
Salary of Educational Facilities	4	214,758.	297,926.	172,833.		170,814.	
Functional Services	6	35,516.	1,106,897.	34,732.		1,190,310.	
Premium on Foreign Exchange	7	521,563.	325,000.	195,771.		176,890.	
Temporary Financing Charges	8	195,815.	450,000.	(7,908.)		110,660.	
Provision for Metro Wide Insurance Plans	9	--	134,000.	--		428,000.	
Provision for Pension of Retirees	10	888.	23,000.	--		22,000.	
Administration Expense	11	736,941.	906,894.	906,899.		1,060,500.	
2,039 MISCELLANEOUS		\$ 38,493,673.	\$ 25,598,022.	310,200,897.		619,117,307.	
TEN ADDITIONAL AS	12	3,223,213.	4,900,000.	221,317.		5,110,814.	
TOTAL EXPENDITURE		\$ 36,472,246.	\$ 40,199,821.	\$ 30,365,928.		\$ 42,110,331.	
REVENUE							
General Legislative Grants	13	\$ 47,740,232.	\$ 30,072,000.	1,330,780.		\$ 30,110,000.	
State Property Tax Revenue	14	4,300,996.	4,000,000.	3,738,714.		4,300,000.	
Sale of Buildings and Sites	15	1,230,425.	--	180,026.		--	
Surplus from Prior Year	16	7,109,531.	2,624,151.	3,439,634.		5,760,110.	
Transfer of Frank Ore Vocational School	17	--	925,000.	--		--	
TOTAL REVENUE		\$ 60,420,184.	\$ 57,223,151.	7,149,434.		\$ 78,510,130.	
NET EXPENDITURE		\$ (3,247,938.)	\$ (17,025,370.)	\$ (2,738,496.)		\$ (36,600,331.)	

Part I

The Metropolitan Toronto School Board

115 College Street

Toronto 5B, Canada

Telephone 416 366 2774

November 25th, 1971.

Your letter of October 27th presented for some appropriate reaction, a resolution of the Toronto Board of Education adopted at its meeting on October 14th, 1971, viz.,

"Whereas the centralizing power of the Metropolitan Toronto School Board increases year by year, and

"Whereas some members of the Board of Education for the City of Toronto are almost entirely unfamiliar with the actual power legally entrusted to the Metropolitan Toronto School Board by the Province of Ontario,

"Be it resolved that this Board requests the Director to prepare a report enumerating, succinctly, as soon as possible, the general and specific legal powers given by the Province of Ontario to the Metropolitan Toronto School Board, together with an outline of the growth of the staff of the School Board since the enactment of Bill 81, the various Committees of the School Board and their composition, how they are established, and when they meet."

My first response relates to the first two items of the preamble, neither of which in my view is true.

The first assumption suggests a steady increase in the centralizing power of the Metropolitan Toronto School Board. In

November 25th, 1971

fact, whatever functions the School Board has, were given it in the amendments to the Metropolitan Act which was passed in 1966. There have been no extensions since that date. It is my conviction that the School Board has persisted in its effort to discharge its new responsibilities with a high regard for the autonomy and freedom of action of the local boards.

The second assumption suggests a continuing and obvious tendency towards decentralization of power. While there are many people, including the writer, who work diligently to keep local government strong, recent events make this increasingly difficult. For instance, in the past five years the provincial government has escalated its control of school construction and consistent with its new powers under the recently adopted Bill 228, has set rigid guidelines for current spending by local school boards. This is not to suggest that these developments were not necessary nor a reflection of the public will. It merely confirms that the current scene is not marked by an obvious trend toward decentralization. Rather, there seems to be two sharply polarized positions towards which we appear to be moving simultaneously.

POWERS

The powers which have been granted over a period of years to the Metropolitan Toronto School Board are set out quite succinctly in the Metropolitan Act. For the period from 1953 to 1966 inclusive the powers of the School Board were very strictly limited to:

- (a) co-ordination of the school building program and the negotiation of capital funds with the Metropolitan Council;
- (b) equalization of current expenditures through Maintenance Assistance Payments, i.e. equal amounts per pupil to be paid to each area board of education. (During this period there were 11 such boards.)
- (c) some implied responsibility for co-ordinating the development of special education services, having regard for the needs of the entire area;
- (d) responsibility for setting the attendance areas of those schools to be attended by students from two or more of the component school districts.

Two assessments of the general effectiveness of the Metro system were made during this period: the first by a five-man committee chaired by Mr. Lorne A. Cumming and composed, apart from the Chair-

L) R. E. Jones
November 25th, 1971

-3-

of four Members of the Provincial Legislature; the second by Dr. Carl Goldenberg.

The first review was undertaken in the fifth and sixth years of the two-tier approach to local government and there were no significant changes following this review.

Dr. Goldenberg reported in June, 1965. The Government acted on some of the Goldenberg recommendations but not all. The Government's action is reflected in the Metropolitan Act as amended in 1966, the amendments taking effect on January 1st, 1967.

Under the new Act the School Board's role in the co-ordination of site acquisition and school construction was continued. Secondly, the number of school districts was reduced, the five smallest being amalgamated with neighbouring larger school systems, i.e. Lakeshore with Etobicoke, Weston with York, Forest Hill and Swansea with Toronto and Leaside with East York.

The most significant change, however, was in the area of budget and finance. Instead of six budgets there was to be one and the School Board was charged with the responsibility of melding local budgets on some fair and equitable basis. Once approved, the levy required was to be imposed uniformly across the Metropolitan area, and the composite budget for school purposes processed through the Metropolitan Council. In effect, the local school authorities ceased to requisition funds through their respective municipal councils, except in respect to a small local levy which the legislation made possible at the option of each board.

Everything that has happened at the School Board since January 1st, 1967 has been in relation to the discharge of these new and very considerable responsibilities. With the exception of one or two minor statutory functions, the added staff and facilities have been required to implement the procedures and details of an incredibly complex plan.

ORGANIZATION

When the Metropolitan Toronto School Board was formed in 1953 it developed a system of Standing Committees similar to the Toronto Board of Education, although with different names. The Standing Committees of the School Board are:

Academic Committee (meets every second Tuesday at noon)
Buildings and Sites Committee (meets every second
Tuesday at 6:00 p.m.)
Finance Committee (meets every second Friday at noon)
Chairmen's Committee (meets at the call of the chair).

Dr. R. E. Jones
November 25th, 1971

The School Board meets on the alternate weeks at 8:00 p.m. on Tuesday evenings.

Since the re-organization in 1966, three special committees have been established.

The Committee of Board Chairmen was created to assume responsibility for salary negotiations when, at the request of the teachers' federations and the area boards of education, it was decided that this should be done on a Metro basis.

The French Advisory Committee was created to assess the need for French language instruction. This Committee met regularly during the period of intensive investigation. However, when the North York Board of Education agreed to provide a French language secondary school it created its own French Advisory Committee and the Metro Committee has met less frequently since. It did provide a forum for review of French language instruction in the elementary schools and may be reconvened for further discussions in relation to this issue.

The Arts Liaison Committee was established in response to a need to review and make comments for the benefit of area boards about various arts programs available to schools.

When the county boards were established it was decided to give them, among other things, responsibility for Schools for Retarded Children. In Metropolitan Toronto the Government made the School Board responsible for this part of the program as a consequence of which the Board became an operating board.

STUDY OF EDUCATIONAL FACILITIES

Following a feasibility study in 1965, the Metropolitan Toronto School Board in co-operation with the Area Boards, embarked upon the Study of Educational Facilities, a project designed to develop systems built schools with a high degree of interior flexibility and close to ideal physical environment for learning. This project was financed by the School Board with assistance from Educational Facilities Laboratories (an agency of the Ford Foundation) and the Department of Education. It culminated in the erection of 24 schools and 2 office buildings.

A staff was appointed and grew in numbers to 26 as the project reached its period of greatest activity. The numbers were systematically reduced as the project progressed. A small permanent

staff has been retained to plan future applications of the lessons learned from the project; to conduct a thorough assessment of the systems schools and to investigate the use of a wide variety of media in the schools.

The project staff were immediately responsible to an Advisory Committee, which in turn reported to the Buildings and Sites Committee and thence to the School Board. The staff strength shown on the appendix is for 1970. The current staff is 8.

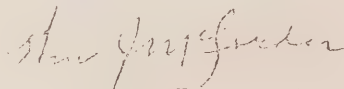
STAFF

During the period 1953 to 1966 inclusive, the staff of the School Board remained small. In ten years the administrative staff increased from 7 to 9. This information is set forth in Appendix A. By 1960 the Assessment Revision staff had been transferred from the Toronto Board of Education to the Metropolitan Toronto School Board and this responsibility extended to cover the entire area. In 10 years this staff has grown from 9 to 25, an increase made necessary by the rapid increase in Roman Catholic ratepayers eligible to become public school supporters. A few years ago the members of the group were re-deployed back to the offices of the area boards of education and while there they are responsible to the appropriate Director of Education. However, they remain on the Metropolitan Toronto School Board staff for salary purposes and in order that their common efforts may have some degree of co-ordination. This co-ordination is achieved largely through the supervision given the group by the School Board's Solicitor, Mr. David C. Ross.

As one could easily imagine, the enormous increase in the responsibilities occasioned by the amendments of 1966 has been accompanied by a corresponding increase in staff. Most of this increase has taken place in the financial department within the School Board and has involved the appointment of qualified personnel in the fields of accounting, budget, systems and data processing. Considering the fact that the unique arrangements within Metropolitan Toronto call for the development of a financial plan without precedent, the increase in staff (which includes, of course, the clerical personnel to support them), has not been very great. The staff has been kept relatively small by approaching our mutual tasks on a co-operative basis with local staff and by not adding staff which would duplicate functions already adequately carried by area boards.

I hope that this information will prove useful in response to the resolution set forth in your letter.

Yours sincerely,



Director and Secretary-Treasurer.

3 of Employees

	<u>Administration</u>	<u>Assessment</u>	<u>S.E.F.</u>	<u>Retarded Teaching</u>	<u>Other</u>	<u>Total Staff</u>
--	-----------------------	-------------------	---------------	------------------------------	--------------	--------------------

Sept., 1955
1960
1965
1970

7	-	-	-	-	-	7
7	9	-	-	-	-	16
9	14	-	-	-	-	23
43	25	11	135	33	-	247

Salary Costs

1955
1960
1965
1970

\$ 38,929	-	-	-	-	\$ 38,929
52,700	46,076	-	-	-	98,776
86,149	74,922	-	-	-	161,071
599,454	169,786	152,518	909,007	129,616	1,960,381

August, 1971.

THE BOARD OF EDUCATION



RONALD E. JONES Director of Education

D. S. MEWHORT Associate Director of Education

A. L. MILLOY Superintendent of Secondary Schools

M. K. MacDONALD Superintendent of Public Schools

GERTRUDE M. FATT Superintendent of Special Services

HARRY G. FACEY Comptroller of Buildings and Plant

D. S. PATON Comptroller of Finance

FOR THE CITY OF TORONTO

155 COLLEGE STREET ■ TORONTO 2B, CANADA

362-4931

January 7, 1972.

Mr. Ernest Jones,
40 Marthclare Avenue,
Don Mills, Ontario.

Dear Mr. Jones:

When the 1971 Estimates were being prepared, it was estimated that an increase in the pupil/teacher ratio of one pupil would result in the following reduction in the Metro composite budget:

Elementary	\$4,194,485
Secondary	<u>4,985,453</u>
Total	<u>\$9,179,938</u>

Yours truly,

A handwritten signature in dark ink, appearing to read "D. S. Paton", written over a horizontal line.

DSP/DC

Comptroller of Finance

October 29, 1969.

To the Chairman and Members
of the Property Committee:

PART II

The following is an extract from the minutes of Committee of The Whole, Special Meeting of the Board, October 9, 1969:

"Trustee Jones moved that, in view of the concern over rising education costs, as expressed by the Minister of Education and others recently, the Director of Education report on the position of the Board as far as replacing many of its old schools is concerned, the report to show how many schools in the system were built before 1920, the number that should be replaced immediately or within the next few years, and whether these schools are adequate to carry on a modern educational programme. The motion was carried."

Accordingly, the following information is submitted:

This report is confined to elementary schools as only these buildings have a defined chronological age. The attached list of schools in chronological order indicates that some 44 schools were built before 1920.

The number that should be replaced immediately or in the next few years is indicated in studies prepared by the Metropolitan Toronto School Board in conjunction with the Toronto Board staff and staff members of other Borough Boards. Two studies were undertaken: The Obsolescence Survey (Appendix 1) in 1966 and The Safety Survey (Appendix 2) in 1967.

) Of the 50 schools given the highest priority in the Obsolescence Survey, 32 are City of Toronto schools.

The Safety Survey included 37 schools of which 24 are City of Toronto schools. Based on knowledge of the schools, coupled with these surveys, it is indicated that the following 22 schools should be replaced as soon as possible:

- | | |
|----------------------|---|
| 1. Balmy Beach | 12. Keele Street |
| 2. Brock Avenue | 13. Morse Street (1969 Capital Programme) |
| 3. Brown | 14. Niagara |
| 4. Charles G. Fraser | 15. Norway |
| 5. Eglinton | 16. Orde Street |
| 6. Frankland | 17. Pape Avenue (old section) |
| 7. Gledhill | 18. Sackville |
| 8. Hillcrest | 19. Swansea |
| 9. Hughes | 20. Wilkinson |
| 10. Huron - annex | 21. Winchester (annex) |
| 11. John Fisher | 22. Withrow (1970 S.E.F. Programme) |

The estimated total cost of replacing the 20 schools, based on the 1969 Metropolitan Toronto School Board Ceiling Cost Formula, is \$52,000,000.

It is considered that the priority in a replacement programme should be given to 8 schools as follows:

1. Balmy Beach
2. Brown
3. Eglinton
4. Sackville
5. Swansea
6. Winchester - Annex
7. Keele
8. John Fisher

The estimated total cost of replacing the 8 schools noted based on the Metropolitan Toronto School Board Ceiling Cost Formula is \$15,500,000.

Some of the common elements limiting academic efficiency in the schools noted are as follows:

- (a) All schools were built before 1920 of the traditional enclosed classroom design with no areas for flexible use.
- (b) The inadequacy or lack of junior kindergarden classrooms.
- (c) The lack of a General Purpose room, limiting the possibilities of a health and recreation programme and the possibilities of school assembly.
- (d) The lack of Child Adjustment Offices and similar ancillary areas for pupil counselling, etc.
- (e) The lack of or inadequacy of the library and learning resource centre.
- (f) The lack of pupils' seminar rooms and teachers' work rooms.

A further indication of school building needs is the extensive use of portable classrooms. There are 292 portable classrooms in use at the present time in the elementary school system. If these portable classrooms are to be eliminated by the building of new schools or additions it would require about 12-15 such structures.

In order that the needs of the Toronto system be served,
it is recommended:

1. That a definitive replacement programme be authorized over the next 5 years which will provide modern accommodation to replace the obsolete schools in the Board's system.
2. That funds required for this programme be included in subsequent capital programmes for this purpose.

<u>Date of Original Bldg.</u>	<u>Name of School</u>	<u>Type of School</u>	<u>Additions to School</u>	<u>Remarks</u>
1887	John Fisher	Junior	1890, 09, 15, 21, 29	
1888	Sackville	Junior	-	
1894	Fern	Composite	1900, 09, 11, 21, 52, 59	
1896	Norway	Junior	1904, 11, 20, 22, 25, 29	
1897	Main	Special	1906, 11, 14, 22 24	
1898	Pape	Junior	1913, 14, 59	
1898	Winchester	Composite	1900, 60	
1900	Eglinton	Junior	1913, 15, 26	
1901	Withrow	Junior	1906, 11, 15, 30	
1905	Hillcrest	Junior	1907, 20, 32	
1906	Balmy Beach	Junior	1911, 21, 28, 29	
1908	Kent	Senior	1909, 59	
1909	Island	K - 8	1922, 32, 48, 49 53	
1910	Annette	Composite	1911, 59 -	Renovated
1910	Brown	Junior	1911, 14	
1910	Coleman	Junior	1927	
1910	Frankland	Junior	1912, 30	
1910	Parkdale	Composite	1914, 22, 58 -	Renovated
1911	Bedford Park	Junior	1915, 20, 23, 31	
1912	C.G. Fraser	Junior	1913, 16, 22	
1912	Duke of Connaught	Junior	1920	
1912	Hughes	Junior	1922	
1912	Jeise Ketchum	Composite	1916, 57 -	Renovated
1912	McMuirich	Junior	1913, 16, 22, 66	Renovated
1914	Davenport	Junior	1919, 65 -	Renovated

CHRONOLOGICAL ORDER OF PUBLIC SCHOOLS

<u>Date of Original Bldg.</u>	<u>Name of School</u>	<u>Type of School</u>	<u>Additions to School</u>	<u>Remark</u>
1914	Keele	Junior	1920	
1914	Morse	Junior	1930	
1914	Pauline	Junior	1959, 1963 -	Renovated
1914	Regal Road	Junior	1916	
1914	Ryerson	Composite	1959 -	Renovated
1914	Williamson Rd.	Junior		Renovated
1915	Brock	Junior	1938	
1915	Shaw	Junior	-	
1915	Hodgson	Senior	1926, 28, 61 -	Renovated
1915	Huron	Junior	1958	
1915	Niagara	Junior	-	
1915	Orde	Junior	1918	
1915	Palmerston	Junior	1956	
1915	Runnymede	Composite	1920, 22, 24, 30, 59 -	Renovated
1915	Wilkinson	Junior	1920, 22, 34, 36	
1916	Dovercourt	Junior	1938	
1916	Gledhill	Junior	1920, 21, 23, 28	
1917	Dundas	Junior	1956, 61 -	Renovated
1919	J.R. Robertson	Junior	1928, 29	

RATINGS FOR PUBLIC SCHOOLS

(Average of 4 Committee Members)

1.	St. Clair Avenue P. S.	Toronto	349
2.	Howard P. S.	"	367
3.	Sackville St. P. S.	"	383
4.	Queensway P. S.	Etobicoke	395
5.	James S. Bell P. S.	Lakeshore	423
6.	Hughes P. S.	Toronto	436
7.	Essex St. P. S.	"	438
8.	Brown P. S.	"	439
9.	Norway P. S. (Old)	"	441
10.	R. E. McGregor P. S.	East York	446
11.	Eglinton P. S.	Toronto	449
12.	Winchester St. P. S.	"	450
13.	Roden P. S.	"	461
14.	Memorial P. S.	Weston	469
15.	Burnwood P. S.	York	475
16.	J. R. Wilcox P. S.	"	478
17.	Huron St. P. S. - Annex	Toronto	485
18.	Frankland P. S.	Toronto	500
19.	Withrow P. S.	"	504
20.	Balmy Beach P. S.	"	505
21.	Pape Avenue P. S.	"	506
22.	Swansea P. S.	Swansea	511
23.	Wilkinson P. S.	Toronto	511
24.	Keele St. P. S.	"	512
25.	Parkdale P. S.	"	521
26.	Scarborough Village P. S.	Scarborough	532
27.	Norway P. S.	Toronto	535
28.	Silverthorn P. S.	York	538
29.	Hillcrest P. S.	Toronto	553
30.	Grand Avenue P. S.	Etobicoke	542
31.	John Fisher P. S.	Toronto	543
32.	Morse St. P. S.	"	549
33.	Seventh St. P. S.	Lakeshore	549
34.	Palmerston Avenue P. S.	Toronto	552
35.	Roseland P. S.	York	555
36.	Twentieth St. P. S.	Lakeshore	556
37.	Pauline Avenue P. S.	Toronto	556
38.	Orde Street P. S.	"	557
39.	Clidhill P. S.	"	562
40.	Niagara Street P. S.	"	562
41.	Dovercourt P. S.	"	563
42.	John A. Leslie P. S.	Scarborough	564
43.	Oak Park P. S.	East York	566
44.	Adam Beck P. S.	Etobicoke	567
45.	George Sykes P. S.	York	567
46.	Tolington Avenue P. S.	Etobicoke	570
47.	Bala Avenue P. S.	York	573
48.	Regal Road P. S.	Toronto	578
49.	Vincent Massey P. S.	Lakeshore	578
50.	Charles Fraser P. S.	Toronto	578

51.	Franklin Bonner P. S.	Etobicoke	580
52.	Brook Avenue P. S.	Toronto	581
53.	Brant Street P. S.	"	585
54.	F. H. Miller P. S.	York	587
55.	William Burgess P. S.	East York	597
56.	Givins Street P. S.	Toronto	608
57.	Hammond P. S.	York	613
58.	Birch Cliff P. S.	Scarborough	616
59.	Blenlyre P. S.	"	618
60.	George R. Gould	Lakeshore	618
61.	Earl Beatty P. S.	Toronto	619
62.	Earl Reig P. S.	"	622
63.	West Hill P. S.	Scarborough	627
64.	Dunwoody Avenue P. S.	North York	629
65.	Lambton Park P. S.	York	633
66.	Humber Heights P. S.	Etobicoke	634
67.	Jesse Ketchum P. S.	Toronto	634
68.	Maurice Gody P. S.	"	636
69.	Barnockburn P. S.	North York	642
70.	Agincourt P. S.	Scarborough	647
71.	Birch Cliff Heights P. S.	"	647
72.	Brier Hill P. S.	York	650
73.	McKee P. S.	North York	652
74.	Dedford Park P. S.	Toronto	653
75.	Park P. S.	"	653
76.	Oriole Park P. S.	"	657
77.	Humber Bay P. S.	Etobicoke	657
78.	Duke of Cornwall P. S.	Toronto	660
79.	Spring Garden P. S.	North York	662
80.	General Mercer P. S.	Toronto	664
81.	Dennis Avenue P. S.	York	665
82.	Warren Park P. S.	"	679
83.	D. B. Hood P. S.	"	682
84.	York Mills P. S.	North York	684
85.	John R. Robertson P. S.	Toronto	684
86.	Bruce P. S.	"	692
87.	Rose Avenue P. S.	"	693
88.	Duke of York P. S.	Toronto	703
89.	Dundas P. S.	"	707
90.	Kingsway P. S.	Etobicoke	708
91.	Bensborough Drive P. S.	Leaside	709
92.	John Carless P. S.	Toronto	716
93.	Allenby P. S.	"	719
94.	Alexander Muir P. S.	"	719
95.	Bowmore Road P. S.	"	726
96.	Fern Avenue P. S.	"	729
97.	Lord Dufferin P. S.	"	748
98.	Hillside P. S.	Scarborough	750
99.	C. F. Berner P. S.	"	750
100.	A. P. Whaler P. S.	"	750
101.	L'Archeveux P. S.	"	750
102.	Adam Beck P. S.	Toronto	751
103.	Randinson P. S.	York	755

RATINGS FOR PUBLIC SCHOOLS

104.	Highland Creek P. S.	Scarborough	761
105.	Kent Senior P. S.	Toronto	770
106.	Forest Hill Junior P. S.	Forest Hill	775
107.	Williamson Road P. S.	Toronto	779
108.	McKerrich P. S.	"	782
109.	Humbercrest P. S.	York	787
110.	Rumygrade P. S.	Toronto	793
111.	Memorial P. S.	York	799
112.	Maple Leaf P. S.	North York	800
113.	Hodgson P. S.	Toronto	801
114.	Davenport Road P. S.	"	803
115.	Ryerson P. S.	"	807
116.	Queen Victoria P. S.	"	807
117.	Annette Street P. S.	"	808

July 4, 1966

W.S

INTERMEDIATE SCHOOL BOARD

School Obsolescent Survey - Public Schools

Building to be assessed against a new school built as per ODE Standards and NBC - Mark 0 - Value Maximum with 0 = unsatisfactory and Maximum = standard
No allowance for over standard (except in 6)

1. <u>SAFETY</u>	a) Stairs	80
	b) Structure	100
	c) Finishes	20
	d) Fire alarms and protection	20
	e) General	40
2. <u>ACADEMIC FACILITY</u>	a) Size and shape Tech. Area/Sq.Ft.	100
	b) Non-existent facilities	90
	c) General Circulation	10
3. <u>STUDENT ENVIRONMENT</u>	a) Lighting	30
	b) Washroom location and D.F.	20
	c) Classroom Acoustics	20
	d) Chalkboards and Tackboards	15
	e) Cloakrooms	10
	f) Interior Decor	15
	g) Playground	20
	h) General	20
4. <u>STAFF ENVIRONMENT</u>	a) Office	20
	b) Academic Storage	8
	c) Work Rooms	8
	d) Lounge	12
	e) Washroom Facilities	12
	f) Caretaker's Office etc.	8
	g) Storage and Cleaning	8
	h) Security	4
	i) Parking	20
	j) General	20
5. <u>PLANT</u>	1. <u>MECHANICAL AND ELECTRICAL</u>	
	a) Boiler Plant	20
	b) Heat Distribution System	20
	c) Ventilation	20
	d) Washroom adequacy	20
	e) Maintenance and Operation	20
	f) General	20
	2. <u>ARCHITECTURAL</u>	
	a) Exterior Masonry	10
	b) Exterior Sash	10
	c) Interior finish and planning	30
	d) Arch. Character	10
	e) General	40
6. <u>SPECIAL FEATURES</u>		50

PRIORITY

SCHOOL

AREA

YEAR BUILT

PLOT

* 1	Roden	Toronto	1907	3
* 2	Howard Park	Toronto	1908	1
* 3	James S. Bell	Etobicoke	1914	4
* 4	Withrow	Toronto	1901	4
* 5	Pape	Toronto	1898	4
6	J.R. Wilcox	York	1920	4
7	Orde Street	Toronto	1914	4
* 8	Swansca	Toronto	1915	4
* 9	Eglinton	Toronto	1900	4
10	Wilkinson	Toronto	1915	5
* 11	St. Clair	Toronto	1890	5
12	Twentieth Street	Etobicoke	1920	5
13	Humewood	York	1916	5
* 14	Sackville	Toronto	1887	5
15	R.H. McGregor	East York	1922	5
16	Huron Street	Toronto	1915	5
* 17	Islington	Etobicoke	1920	5
18	Niagara Street	Toronto	1915	5
19	Hughes	Toronto	1912	5
20	Seventh Street	Etobicoke	1922	5
* 21	Balmly Beach	Toronto	1906	6
22	Birch Cliff	Scarborough	1916	6
23	Frankland	Toronto	1909	6
24	John A. Leslie	Scarborough	1923	6
25	West Hill	Scarborough	1920	6
26	Pauline Avenue	Toronto	1914	6
27	Norway (new)	Toronto	1920	6
* 28	Queensway	Etobicoke	1911	6
* 29	John Fisher	Toronto	1887	6
30	Memorial (Weston)	York	1919	6
* 31	Parkdale	Toronto	1918	6
32	Brown	Toronto	1910	6
33	Regal Road	Toronto	1913	6
* 34	Norway (old)	Toronto	1896	6
* 35	Winchester	Toronto	1898	6
36	Keele Street	Toronto	1914	7
37	Grand Avenue	Etobicoke	1923	8

* In the opinion of the Safety Committee, it may be necessary to replace a portion or the whole of the building in order to achieve the safety required.

Safety Committee

F.C. Etherington

Research Architect, Toronto

F. Mulliss

Supt. of School Design, Etobicoke

Secretary: D.R. Hill, Assistant Architect, Scarborough

DRH:mh

July 5,

<u>Date of Original Bldg.</u>	<u>Name of School</u>	<u>Type of School</u>	<u>Additions to School</u>
1887	John Fisher	Junior	1890, 09, 15, 21, 29
1888	Sackville	Junior	
1894	Fern	Composite	1900, 09, 11, 21, 52, 59
1896	Norway	Junior	1904, 11, 20, 22, 25, 29
1897	Main	Special	1906, 11, 14, 22, 24
1898	Pape	Junior	1913, 14, 59
1898	Winchester	Composite	1900, 31, 59
1900	Eglinton	Junior	1913, 15, 26
1901	Withrow	Junior	1906, 11, 15, 30
1905 10	Hillcrest	Junior	1907, 20, 32
1906	Balmy Beach	Junior	1911, 21, 28, 29
1908	Kent	Senior	1909, 59
1909	Island	K -- 8	1922, 32, 48, 49, 53
1910	Annette	Composite	1911, 59
1910	Brown	Junior	1911, 14
1910	Blake (Temporary)	Junior	1912, 20
1910	Frankland	Junior	1912, 30
1910	Parkdale	Composite	1914, 22, 58, 67
1911	Bedford Park	Junior	1915, 20, 23, 31
1912 20	C. G. Fraser	Junior	1913, 16, 22
1912	Duke of Connaught	Junior	1920
1912	Hughes	Junior	1922

<u>Date of Original Bldg.</u>	<u>Name of School</u>	<u>Type of School</u>	<u>Additions to School</u>
1912	Jesse Ketchum	Composite	1916, 57
1912	McMurrich	Junior	1913, 16, 22, 66
1914	Davenport	Junior	1919, 65
1914	Keele	Junior	1920
1914	Pauline	Junior	1959, 1963
1914	Regal Road	Junior	1916
1914	Ryerson	Composite	1959
1914 30	Williamson Rd.	Junior	
1915	Brock	Junior	1938
1915	Shaw	Junior	
1915	Hodgson	Senior	1926, 28, 61
1915	Huron	Junior	1958
1915	Niagara	Junior	
1915	Orde	Junior	1918
1915	Palmerston	Junior	1956
1915	Runnymede	Composite	1920, 22, 24, 30, 59
1915	Wilkinson	Junior	1920, 22, 34, 36
1916 40	Dovercourt	Junior	1938
1916	Gledhill	Junior	1920, 21, 23, 28
1917	Dundas	Junior	1956, 61
1917	Park	Junior	
1919	J. R. Robertson	Junior	1928, 1929
1920	Allenby	Junior	1928, 36
1921	Queen Victoria	Junior	1921, 31, 61, 71
1922	Earl Haig	Junior	1924, 27, 28, 36, 66

<u>Date of Original Bldg.</u>	<u>Name of School</u>	<u>Type of School</u>	<u>Additions to School</u>
1922	Lord Dufferin	Composite	1925, 27, 43
1922	Rose Avenue	Junior	
1923 50	Bowmore Road	Junior	1926, 27, 28, 32
1923	Bruce	Junior	1927, 30
1924	General Mercer	Junior	1927, 30
1925	Alexander Muir	Junior	1953
1925	Earl Beatty	Composite	1927, 31
1927	Adam Beck	Junior	1930
1927	Brant	Junior	
1927	John Wanless	Junior	1929, 35
1928	Swansea	K - 8	1952
1929	Duke of York	Junior	1954
1929 60	Maurice Cody	Junior	1935
1930	Oriole Park	Junior	1939
1932	Blythwood	Junior	1955
1936	North Preparatory	Junior	1952
1938	South Preparatory	K - 7	1940, 44, 52
1940	West Preparatory	K - 7	1946, 52
1951	Sunny View	Special	1957
1956	Church	Junior	
1956	Cottingham	Junior	
1956	Old Orchard	Junior	
1956 70	Queen Alexandra	Senior	1969
1957	Argentina	Junior	1963
1957	Givins	Senior	

<u>Date of</u> <u>Original Bldg.</u>	<u>Name of</u> <u>School</u>	<u>Type of</u> <u>School</u>	<u>Additions to</u> <u>School</u>
1957	King Edward	Composite	
1957	Ogden	Junior	
1957	Park	Senior	
1957	Rosedale	Junior	1971
1957	Sprucecourt	Junior	
1958	Essex	Senior	
1958	Winona Drive	Senior	1966
1959 80	Deer Park	Composite	1971
1959	Gladstone	Senior	
1959	Glen Ames	Senior	
1959	Regent Park	Junior	1967
1959	Ossington	Junior	
1959	Woodfield Road	Senior	
1960	Earl Grey	Senior	
1960	Lansdowne	Composite	
1961	Leslie	Junior	
1961	Osler	Senior	1970
1961 90	Shirley	Junior	
1962	Davisville	Junior	1965
1962	Grace	Junior	
1962	Jackman	Junior	1969
1962	Kew Beach	Junior	
1962	Metro School for the Deaf	Special	1965
1963	Fairmount Park	Senior	
1963	Montrose	Junior	
1963	Whitney	Junior	

<u>Date of</u> <u>Original Bldg.</u>	<u>Name of</u> <u>School</u>	<u>Type of</u> <u>School</u>	<u>Additions to</u> <u>School</u>
1964	Christie	Junior	1966
1964 100	Indian Road	Junior	
1964	Kimberley	Junior	
1965	Clinton	Junior	1967
1965	Earlscourt	Junior	1971
1965	Perth	Junior	
1965	Glenview	Senior	
1968	Dawson	Junior	
1970	Howard	Junior	
1970	Morse	Junior	
1970	Roden	Junior	
	Oak Street	Junior	
	Pelham Park	Junior	
	West Central	Junior	

February 22, 1968

The Honourable William G. Davis, Q.C.,
Minister of Education,
Ontario Department of Education,
44 Eglinton Avenue West,
Toronto 12, Ontario.

Dear Mr. Davis:

The estimated current costs of the Toronto Board of Education's Programme for the provision of Language Instruction for New Canadians, as requested in your letter of February 15, are as follows:

1. Gross amount to provide special education for New Canadian students for the current year - \$3,633,665
2. The net amount after deducting provincial government grant - \$3,062,865
3. The net additional per pupil cost to the Toronto Board - for day school grade pupils - \$ 505
- for kindergarten pupils - \$ 208
- for evening class pupils - \$ 53

Statements of the New Canadian Programme costs for 1968 are attached.

From this information, it is clear that we do require financial assistance from other levels of government most urgently.

Yours sincerely,

TORONTO BOARD OF EDUCATIONSTATEMENT OF ESTIMATED NEW CANADIAN PROGRAMME COSTS1968DAY SCHOOL

Main St.	\$ 187,059	
Reception Centres	298,988	
Withdrawn Classes	1,038,096	
Kindergarten Lay Assistants	<u>490,000</u>	\$2,014,143

NIGHT SCHOOL

Night Schools and Adult Day classes	\$ 934,560	
Vacation Schools	<u>143,851</u>	1,078,411

ADDITIONAL STAFF FOR NEW
CANADIAN PROGRAMME

Attendance Department	\$ 187,850	
Child Adjustment Department	213,336	
Language Study Centre and Supervisor of English & Citizenship	<u>52,451</u>	454,637

OTHER COSTS

Research Projects	\$ 65,699	
Multilanguage publications, advertising and forms	<u>20,775</u>	<u>86,474</u>
Cost of 1968 Programme		\$3,633,665

GRANTS -

Linguistic classes (day)	\$ 219,498	
English & Citizenship classes (night)	<u>351,302</u>	<u>570,800</u>

Net Cost of 1968 Programme \$3,062,865

Day School

	Main St. School	Reception Centres	Withdrawn Classes	Kindergarten	Other (see Appendix "C")	Total
Number of Teachers	15	37	120			172
Number of Lay Assistants				125		125
Number of Pupils:						
- Salaries	120	444	3090	2351	4069	10074
- Lay Assistants	\$120,414	\$244,732	\$ 884,925	\$490,000		\$1,250,071
- Supplies	11,645	19,709	62,537			490,000
Equipment (amortized @ 6% over 10 years)-						93,891
- Main St.	5,903					
- 37 Reception Centres		6,535				
- 120 Withdrawn Classes			21,194			33,632
Portables (amortized @ 6% over 10 years)						
- 16 Reception Centres		20,652				
- 43 Withdrawn Classes			49,660			70,312
Other						
- Main St.	49,097					
- Portables (heat, light, cleaning)	\$187,059	7,360	19,780			26,237
		\$298,988	\$1,038,096	\$490,000		\$2,014,143

Night School

Night Schools (11,722 pupils, 46,240 teaching hours)
 Adult Day Classes (219 pupils, 660 teaching hours)
 Vacation Schools (1,701 pupils, 11,616 teaching hours)

Additional staff for New Canadian Programme

Attendance Department - multilingual social workers, counsellors and clerical staff (13)
 Child Adjustment Department - multilingual Psychologists, social workers, counsellors and clerical staff (14)
 Language Study Centre and Supervisor of English and Citizenship (4)

Other Costs

Research Projects
 Multilanguage publications, advertising and forms
 Cost of Programme

Grants - Linguistic classes (day)
 - English and Citizenship classes (night)
 Net Cost of Programme

February 22, 1968.

\$908,212					
126,348					
173,851					1,078,411
\$187,850					
213,336					454,637
53,451					
\$ 65,699					
20,775					86,474
					\$3,633,665
\$219,498					
351,302					570,800
					\$3,062,865

TORONTO BOARD OF EDUCATION

SUMMARY OF NUMBER OF PUPILS IN VARIOUS CATEGORIES

NEW CANADIAN PROGRAMME

1968Additional Costs (See Appendix B)Net Additional
Per Pupil CostsA. Day Schools

1. Pupils receiving Special English instruction:

Grades 2 - 13	3,654	\$505.00
Kindergarten	<u>2,351</u>	6,005 208.00

No Additional Costs Included2. Pupils with accents or faulty concepts
presently receiving help in regular
classrooms, from Kindergarten to Grade 8
(lower teacher-pupil ratio required)

4,069 0.00

B. Night Schools

Total Pupils in Night School Programmes

13,642 53.00

23,716

February 22, 1968.

(typed from handwritten submission)

1 Dundana Avenue,
Dundas, Ontario,
November 23, 1971.

Dear Sir:

As an interested mother I am asking that funds be made available to have conversational French in the schools starting in Kindergarten.

I can't understand why children in the city of Ottawa are speaking French in Kindergarten. In the same province in the Town of Dundas and City of Hamilton I am told that due to lack of funds the children can't have French before Grade 7.

Most government positions and many positions in business demand bilingualism. I am representing many mothers in my plea for French to be taught at the earliest level.

Yours sincerely,

(signed JUDY DINSDALE)

1 Dundas Avenue
Dundas, Ontario,
Sept 8, 1972

Dear Mr. McCarthy:

As I have two young children
I will be unable to attend the hearings
in St. Catherine's on Tues. Oct 31, 1972.

The only additional thoughts I have
to add to my first letter are:

If conversational French isn't
possible in the Public Schools for
lack of funds the Province might
fund schools such as Mohawk College.
Thus parents who would like their
children to speak French could do
so. We have tried a parent-child
class here to some success. In this
way the child gets some practice
between classes.

Again, I repeat I don't understand
how the government can demand bi-
lingualism for many of its positions
& then turn around & say they
don't sufficient funds to teach
French conversation in the schools.

Yours sincerely, Judy Dinsdale

THOMAS R. WARWICK

*Barrister, Solicitor and Notary Public*PHONE: BUS. 676-3266
RES. 676-5014

4 Tabbot St. West

BOX 760
BLENHEIM, ONTARIO

January 17th, 1972

The Executive Director,
Committee on the Costs of Education,
Room S-944,
252 Bloor Street West,
TORONTO 181, Ontario.

Dear Sir,

Re: Costs of Education

I wish to submit the following brief on the
cost of education:

I note that the Honourable John White indicated
on television on November 29th, 1971, that the cost of
education is dictated by the following:

1. Pupil-teacher ratio;
2. Size of school;
3. Length of school year

I would submit that other factors should be
considered, in this cost, namely:

1. The actual hours taught by teachers in the
secondary school system. There are a number of secondary
school teachers who actually teach no more than four hours
per day and in fact quite often are out of school by no
later than 3:00 or 3:30 p.m. I would submit that teachers
should have a minimum teaching programme of no less than
five hours per day.

2. Student work permits - Due to recent innovation
in the school system, students can no longer apply for and
receive work permits and as a result a number of students
are forced to remain in school against their will and I
understand as a result, there has been created a definite
discipline problem. These students distract from those
students who wish to proceed within the system and as
well since they create a definite discipline problem,
teachers expect a higher salary. I might point out that
this comment is related entirely to the secondary school
system. It is my submission that students should be
allowed out on work permits if they do not wish to pur-

...continued

/2

The Executive Director,
Committee on the Costs of Education,

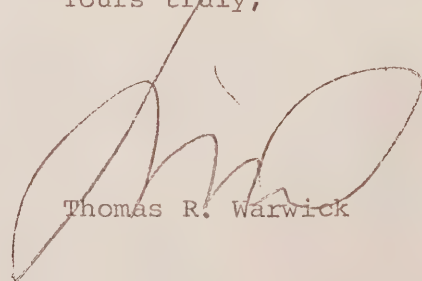
sue their studies and later if they wish to attend at school night classes are available. To force students to remain in school against their will is contrary to human nature and has not proven out.

3. Length of school days - I would submit that a school day should be increased by at least one-half hour as it would appear in many systems schools are dismissed at 3:00 p.m. As a result, many students are allowed out of school at 3:00 p.m. and if their parents are employed these students have nothing to do until the parents return home from work. If the school day was lengthened not only would the students hopefully be able to absorb more learning but possibly more students could be handled in a school year.

4. Cost of construction of additions and new buildings - I submit that the Department should have its own architects and clerk of works available to supervise construction to new schools and alterations to existing schools. The writer, having served as a Chairman on new school construction can well verify that the cost of architects is enormous and architects do not supervise the actual construction leaving the contractor at liberty to cut whatever corners he deems appropriate. Thus school board members must try on their own to supervise these construction projects and school trustees are not qualified to be placed in this position. There is absolutely no reason why the department of Education cannot set down a master plan for new schools, that is to say, one plan to fit all new schools in the Province of Ontario thus eliminating the cost of architects' fees. A well qualified clerk of works should supervise each construction in order to police the contractor.

I might point out that the writer was a member of a secondary school board for four years and then a member of the Kent County Board of Education for two years having retired in the year 1971. Therefore I would respectfully submit that the items raised herein are worthy of consideration having derived this information from personal experiences.

Yours truly,



Thomas R. Warwick

TRW:dk

Box 640
Picton, Ontario

Against the proliferation of guidance personnel in the school system.

I have worked as a supply teacher for a number of years in the local high school and for part of a year as a regular teacher. My abortive teaching career and my experience since that time as a mother of children in the school system, have lead me to the conclusion that there is only one important factor in the schooling of children, and that is the teacher in the classroom. All the rest is frosting. The only useful function of the administration is to see that incompetent teachers leave the system and competent ones are hired.

In our system the guidance staff is made up for a large part of teachers whose personalities and/or health made it impossible for them to continue successfully in the classroom. Neither my husband, who deals with juveniles in the legal system, nor myself has yet encountered a child who claims to have a strong relationship with a guidance teacher. This is understandable since the children never see the guidance counsellor functioning in a situation that might lead them to respect him as a person. Of course children need guidance. But they are more likely to take it from teachers who are successful in their function in the classroom, teachers who from day to day project a strong image as a model of behaviour and attitudes. Teaching and guidance should not be separate roles. Granted that it is difficult for the classroom teacher to find time to cope with the personal problems of the student. But he is the one who is equipped to do so since he knows the student far better than the guidance counsellor who meets him once a month or, more probably, once a year.

The answer would appear to be to cut class size so that the teacher would have more time and more contact with individual students. The money would come, in part, from the salaries formerly paid to the guidance staff.

Ruth Walmesley

9/2/72

Notes

John

I assume that my comments will be treated as confidential. I do a certain amount of consulting with the Board of Education, but this is a small town & we have to live together R.W.

Recd. Feb. 9/72

Box 640

Picton, Ontario

Against the proliferation of administrative personnel in the school system.

I am still at a loss to understand the function of the most highly paid power monger of them all, the Director of Education. When he was principal of the high school here, he buttressed himself about with a little empire of vice-principals and guidance staff. Under more efficient leadership we had managed quite successfully with only one of each. Now that he is The Director he is amassing an army of yes-men under the name of administrative assistants.

He seems to feel that his first responsibility is to keep things running smoothly and to bury complaints. To achieve this end he shields the Board of Education from all controversy. If a confrontation is unavoidable, he does all the talking, immensely skilfully, I admit, and the Board sits back complacently under his umbrella. And when he's not protecting the Board, he's protecting the administrative and academic status quo, notably a public school principal who appears to be suffering premature senility, but who is kept on, it seems interminably, until he qualifies for a pension. What he appears to take no responsibility for at all, is the protection of the public, the tax-payer and, most appallingly, the student and the school child.

I think it would save money and serve the public interest if his job and those of some of his lackeys were eliminated.

Ruth Wilmsey

Toronto, Ontario.
February 14, 1972.

Dear Mr. Anthony:

Thank you for your letter of January 24th and for thoughtfully including a copy of your submission to the Committee on the Costs of Education.

I am very pleased to have the opportunity to read your paper "Cost, Aims and Programs of Education in Ontario". Certainly I shall be pleased to forward this to the attention of the Honourable Thomas L. Wells, Minister of Education as well as to the Executive Director, Committee on the Costs of Education, Room 4944, 252 Bloor Street West, Toronto 181.

I also note your comments with regard to Sunday observance. I assure you that the government fully recognizes the importance of this matter. The whole problem of Sunday observance raises questions not only of religious belief and social habits, but also of legal and constitutional jurisdiction. For this reason the government decided in 1969 to ask the Ontario Law Reform Commission to carry out a comprehensive review of the Sunday observance legislation in Ontario. The Commission's report has been received, and it is being carefully studied by officials in the Department of Justice. I have taken the liberty of forwarding a copy of your letter to the Honourable Dalton Bales, Q.C., Minister of Justice and Attorney General, who will be pleased to have your views.

...2

cc'd Feb. 22/72

As you are probably aware, my colleagues and I are committed to a policy of improving the condition of our environment in Ontario. The Honourable James A.C. Auld, Minister of the Environment, has this question under continuing review and welcomes the suggestions of interested citizens.

I appreciate your taking the time to write and your sending me a copy of your submission to the Committee on the Costs of Education.

Yours very truly,

William G. Davis.

Mr. Charles Anthony,
General Delivery,
Pickering, Ontario.

CC: Honourable James A.C. Auld,
Minister of the Environment.

Honourable Thomas L. Wells,
Minister of Education.

Dr. J. R. McCarthy
Executive Director
Committee on the Costs of
Education

22/2/72
Noted
J.M.

GD,
Pickering,
Ont.

January 24, 1972.

Hon. Wm. Davis, MPP,
Parliament Bldgs.,
Toronto 182.

Dear Mr. Davis,

The enclosed headline in the Star on Nov. 20/1971 screamed "Ontario plans task force to curb school costs." Good. An announcement in the Ajax paper invited submissions to the Committee on the Costs of Education, Room S944, 252 Bloor W. Toronto 181. But rather than have ideas just pigeonholed there, I submit the enclosed to you as one most interested in education - and finance. I trust it will be of interest. When you have perused it, could you please give it to your Minister of Education too? And ask him to send it to the Committee when he has seen it? Having been concerned about problems of education for years, perhaps my ideas can help Ontario.

While writing, I also urge you to restore the peace and quiet of Sunday. Although a Jew, I feel that since most people here are Christians, Sunday should be respected. I urge you to clamp down on all non-essential business and industry and restrict it to weekdays: even a 5-day week. BUT allow Jews and 7th day Adventists who agree to close on Saturdays to operate on Sundays.

Finally: pollution is likely to end civilization. I urge you to be firm and even when it hurts, push all efforts to prevent garbage and enforce recycling.

Sincerely,

(signed Charles Anthony)

Ontario plans task force

Special to The Star
 LONDON, Ont. — Establishment of a task force to "slow down the education cost spiral" was announced today by Education Minister Robert Welch.
 Welch said in a speech to an Ontario Association of Education Officials' conference that the task force will "help (school) boards examine their programs and reach the decisions that will effect future changes."
 Last Monday, the Department of Education set spending limits for school boards for the second straight year. The 1972 limits, raised by 7 per cent, send Ontario's costs up to \$1,950 million from \$1,800 million.
 The limits will allow school boards to spend at least another \$10 on each of the 2,000,000 students in Ontario.
 In elementary schools, spending per pupil will rise from \$545 to \$585 in 1972 and at the secondary level, from \$1,060 to \$1,100.
 Welch said the task force, functioning as steering committees, will develop budgets in the use of local taxes of the Trustees' Conference, Teachers' Federation of Ontario

METRO WEATHER
 Colder with snowflurries Sunday. Low near 25, high near 35.
 Pollution index 4 at 7 a.m.
 Details page 2.



• THE CANADIAN • COLOR

ESTABLISHED 1892
 October paid circulation 416,218 copies per day
 Saturday Nov.

How to curb school costs

Permanent officials—chiefly academic and business administrators—said. But, he added, “at the same time we know we cannot and must not sacrifice quality for economy.”

Welch said a director would be appointed soon. The task force reflects “a determined effort on our part to slow down the education cost spiral.”

Welch said a director would be appointed soon. The task force reflects “a determined effort on our part to slow down the education cost spiral.”

WELCH SAYS

COMICS • STAR WEEK

☆☆ four star
☆☆ edition

Even Santa needs a little help some-
times. To The W.

There are many claims on the taxpayer and education has been taking a larger and larger part. Are we getting value for taxes? Is distribution fair? For both tax money and benefits?

First: the aim of education. Is it merely to equip the future citizen to earn a good living? This is a valid purpose but only as one of many. The primary objective is to teach a child to THINK; to teach a child the culture of the country and of all civilization: to teach the child knowledge of the world in which we live, of the universe itself, of the history of the world. For indeed, as a wise man once said, "he who does not learn history is destined to relive it". We should learn from the mistakes of the past so we may build a better world in the present and future. While it is important that in due course all children should learn how to make a living or live useful lives, in the elementary and secondary school, teaching should provide the basics of knowledge. One of the basics is morality: good citizenship: patriotism too. Not the narrow kind of "my country right or wrong" but the wider patriotism that will teach children that all men are brothers and all people owe a debt to those who went before and built up the world: it is our duty to accept responsibility for our part of the world and help civilization as a patriotic citizen of the world. Today we face problems of drugs, immorality, crime, unemployment, pollution, selfishness. Children should be taught a positive morality: warned of the evils of drugs and excess of indulgence in anything, whether liquor, pleasure or even mere eating. There should be teaching of ethics so that children know the difference between right and wrong and grow up with a sense of honesty and decency. There should be consideration so that children do not grow up to pollute the land, throw garbage around, tolerate the things that we tolerate which enables crime and pollution to thrive. Children should be equipped to find work and earn a living, not be destined to loaf, unemployed, or need to go on welfare. With basic teaching of the humanities, children should be educated to become reasonably unselfish citizens with enough intelligence to appreciate the finer things of life and act responsibly. These should be the objectives of basic education.

Various groups in society want more from the educational system: they want religion included and Roman Catholics, Jews and some Protestant denominations operate "Separate Schoobbs" to carry out their wishes. These include the regular subjects open to children in the public schools but add religious instruction. Some people see a danger of sectarianism in this but in Canada, this has not been the case. We are far from the bitter hatreds of Northern Ireland where Protestant and Catholic are so devoted to the founder of Christianity that they will murder one another in cold blood in the name of only they know what. Here in Canada, there is obviously some racial prejudice but it is minimal. In fact, in Ontario, we may be proud of the efforts of our government in its social legislation that outlawed prejudice and establishes machinery whereby anyone considering himself wronged because of causeless prejudice on account of race, religion or nationality is entitled to redress.

There have been efforts by citizens favouring separate schools to obtain government aid: at present, Catholics get it for the elementary level but want it for the secondary level. Jews were later in establishing separate schools and were therefore not given aid in the beginning so they have been without it all along. Since they and Protestant groups operating their own schools where religion is included must pay regular school taxes anyway, they are in fact, suffering double taxation.

The aim of public education is to provide knowledge but it will not provide any moral guidance or spiritual knowledge. In view of the many opinions regarding religion, this is reasonable but the overwhelming majority of us are agreed on the basics of morality, ethics, citizenship: everything in fact, save our own method of worship, if any. Yet our religious instruction is the one that teaches morality and ethics: good behaviour! Thus it is hardly surprising that at universities today, the majority of students come from public schools and largely, it is these who are in the lead in hippy movements, communal living experiments, the drug scene and the burgeoning sub-culture that does not believe in marriage. These are the proponents of common-law relationships

Of course, throughout history there have been atheists and those who would not conform to accepted moral standards but just consider the recent skyrocketing number of illegitimate births: the skyrocketing rate of VD which is now higher than even in the depths of wartime. With promiscuity advocated as the norm, with demands for abortion on request: with constant emphasis on sex and a good time rather than love and devotion and integrity, our very civilization must crumble and follow those of Greece, Rome, Egypt, Babylon and all others that flowered and perished through their own rottenness.

Thus, our educational system is basic to our civilization. ~~and~~ The breakdown in morality caused by the lack of instruction in ethics, morality and good behaviour which can be inculcated only through one's own religion can lead only to decay. Children need two parents: they need training. They need examples. Even with good examples and two parents, children go wrong: with one or no parent and with even two parents who live common-law and flout all accepted rules of behaviour, we will not produce good citizens. Analysis of persons committing crimes shows that many come from broken homes or homes where there was no stability or good example to follow.

For this reason, we must rethink our priorities regarding an educational system. We must consider whether it is better to offer so many options of the flowers of culture before we have provided a strong root of the basics of civilization itself. We cannot agree on any unified religious teaching but we can most certainly agree on the ethics common to all religions. We can agree on the fundamentals of good behaviour, good citizenship. This is something that must be included in all public schools. There must also be improved teaching of history: children must be made aware of the different systems and shown that with all its faults, democracy offers us more freedom and a better life than any other. There should be comparisons with dictatorships of the left and right: there should be teaching of how hatreds in Europe between nations lead to wars. How Hitler's hatred against Jews and all opposed to him resulted in 6,000,000 Jews murdered and a war that followed resulted in many millions more being killed needlessly.

There must be included proper study of causes of war and the analysis of the cost to both "winner" and loser. Back in the 'thirties, Professor Nicholas Butler of Columbia University quoted the cost of the 1st world war as so many millions of people killed, many millions more wounded: both soldiers and civilians: he quoted the cost in money and estimated how that much money could have instead built so many new cities with new homes for so many millions of people: so many new hospitals and universities for every town with over 50,000 people. That quotation of his should be taught to every student today. In addition, new statistics should be gathered on the cost of the 2nd world war with comparisons of what its cost could have provided constructively. There should also be figures to show that the billions spent on the Viet Nam war would have provided every Vietnamese, both from north and south with a new home and security and how much else besides. Finally, history should tell how today, the world is spending the fabulous sum of \$200 billions a year for "defence" - against whom? - and what this money could be used for constructively if people were positively and constructively educated and oriented to become more active politically and democratically so as to demand proper use of such funds. Education should include information on how we are polluting the universe, using up resources and gradually over-populating the earth - while we concentrate on personal pleasure and undesirable entertainment comprising mostly crime and smut.

Thus, our entire educational system needs revamping so we can bring up a generation that will save the world before our present generation allows it to destroy itself.

This brings us to the question of cost. If we will rethink our priorities, we will be able to afford the best by merely spending less for destruction and more for construction. Back in the nightmare years of the depression, there was a sick joke in England: Britain spent \$120 millions a year to knock brains into its children and \$188 millions a year to be ready to blow out the brains of other peoples' children. Today we spend \$200 billions a year to destroy: how much do we spend to construct?

Education today is costly but do we need palaces for our children? Public education costs have risen astronomically: seeing the state of the nation it is obvious we do not get value for the money.

One problem with education is that its cost to the community is based on the same system as a century ago: a charge on real estate. Then, real estate was owned mostly by the wealthy who paid modestly for education in the local area. Today, the masses own or rent homes and the fantastic rise in taxation has pressed very hard on real estate: the owner of a small house pays a high municipal tax for education and a tenant bears the cost through his rent: the more valuable the property, the higher the tax. One unfortunate aspect of this system is that small towns and dormitory suburbs of Toronto may have many people in lower income groups, resulting in more children to educate. Yet they will not have a large amount of commercial or industrial assessment. The result is an inordinately high cost for education.

For example: Metro Toronto spreads its educational costs over a wide area so that while high, costs are averaged out. Many people cannot afford the high cost of housing in Metro and escape to suburbs beyond the Metro border: these do not enjoy the high tax revenue of Metro so by permitting modest cost housing, they are faced with bankruptcy. Some years ago, a development at Bay Ridges in Pickering, just outside Metro offered homes at only \$13,000 each: they sold well, obviously since they were good value. Unfortunately, many buyers had families needing schools and Pickering had to build and operate them. As a result, these working class people were faced by municipal tax bills of \$600 a home instead of the then figure of \$200 that would have been normal.

Since the education of children should be borne by all taxpayers, the cost should be averaged and run by the Provincial government not the local government. It might be relevant to discourage people having more children than they can afford but that is an entire subject of its own and should certainly be taught in schools.

Where enough children attend a separate school, government should pay the cost of the secular education: based on the average cost per child in the public school system. The fairest way to provide an education for all children would be to provide every child with a voucher worth the sum set for each year: to be used as a registration into the school of the family's choice. Thus there would be an element of private enterprise in schooling, subject to the overall supervision of the Provincial Board of Education.

With an element of competition, public schools would need to operate more efficiently. Parents seeking religious education for their children would still need to build their own schools and pay for the religious education of their children but there would be aid of a meaningful kind in the voucher system. Roman Catholics would, by virtue of their numbers, be in a similar position to that of the public school and could no longer cry for more money. In this way, there would be a fair solution to a problem that has agitated many people: those able to operate a non-profit school being enabled to do so under the aegis of the Provincial School Board for the regular subjects and paid for by the Province: the Public School given a proper sum to operate and Catholics a per pupil grant. Taking the money from the general revenue instead of the property owner would spread the cost evenly over the entire population in a fairer way than now. This would result in lowering the cost of housing, a vital matter today and switching the tax according to ability to pay.

Such a financial change would lead to a simpler system and result in better value for our tax dollar. Also, by emphasizing the basics of education and morality, it could help the Province become a far better place in which to live.

- - - - -

BRIEF
TO
THE COMMITTEE ON THE COSTS
OF EDUCATION

Submitted by
John Fisher,
Box 122,
Rodney, Ontario.

March 1972.

I Education and the Tax Structure

The theme of this brief is the link between education and taxation. Many high costs and anti social attitudes in education are a reflection of the inequities and inverted thinking built into our present tax system.

There are many areas and levels in education where the public could expect greater returns for their tax dollar. However time does not permit a discussion of all educational (cost) problems so therefore I will limit my comments to one specific topic namely, educational revenue and its effect on the cost and quality of education.

The philosophy of most of our tax system is based on 'ability to pay' whereas it should be 'benefits received.' The former progressively reduces production incentives by the nation's citizens and instills a disrespect for authority, especially when that same authority rewards laziness, neglect and injustice with subsidies, handouts and arbitrary tax concessions. More and more members of our society are opting out of productive roles in favour of the above negative incentives.

What factors in our tax system contribute to the breakdown in respect for worthwhile traditional values? What factors in our tax system contribute to excessive costs in education?

What Determines A Nation's Wealth?

For example, if endowment with natural resources were the sole criterion, Japan and Norway would be poor, which they are not, while Brazil and Indonesia would be rich, which they are not. If, as some of the opponents of foreign investment allege, "Colonial Exploitation" were the stumbling block to progress, Siam and Abyssinia would be rich, which they are not, while Canada and Australia would be poor, which they are not. If lack of heavy industry is the handicap, then Denmark and New Zealand, where agriculture predominates, would be poor, which they are not. If high population density drags down living standards, the Netherlands and Japan should be poor, which they are not. If capital for investment is the required ingredient, then Kuwait and Venezuela would be rich, which they are not.

Could a main factor be a high level of education spread widely over the population? If it is, the United States should be very rich, which it is; Western Europe should be fairly rich, which it is; Latin America should be fairly poor, which it is, and Africa should be very poor, which it is. I am not leading you to conclude that education is the one and only prerequisite for an affluent society. But it is most certainly a prime one, for widespread ignorance and prosperity just aren't found together.

Monroe E. Spaght
"Capitalism, Education and the
Managerial Discipline"¹

As this article suggests education is linked with prosperity. But furthermore, prosperity stimulates a demand for our natural resources and thus gives them value. The value of our resources (including location value of raw land) is higher because educated man-1. creates a system of order and security in which more wealth is produced 2. through efficient trade enables specialization in land use

¹Headmaster (Fall Issue, 1971), p. 11

(ie tobacco, specialized industries like Fords etc.) and
3. with technology and invention can use mineral deposits
or agricultural lands formerly considered of no value.

II Education and Site Value Taxation.

The following explains briefly, the philosophy of Site (Land) Value Taxation. It explains why the Rent of Land should be the primary source of government revenue.

The Case for land-value taxation rests essentially upon the economic and ethical distinction between land (the gift of nature) and the products of man (wealth).

As land varies in productivity from site to site, whether for mineral content, fertility or location, so its rent varies. The rent of land is determined by the excess of its productivity over that of marginal land, marginal land being defined as land that would yield only enough to cover costs of production including wages for labour and interest on capital leaving nothing for rent.

Thus taxation which falls upon economic rent is taxation upon a surplus or residue and, unlike most other forms of taxation, cannot be shifted on to wages or prices. This taxation is accepted by all economists.

While other forms of taxation tend to discourage production and effort (being largely based upon the principle that the more produced the more the tax), the land-value taxation has the opposite

effect. Land-value taxation ignores actual production and merely taxes the realisable potential of land that is reflected in its rent (or selling price).

The land-value tax being payable whether land is well-used, poorly-used or not used at all, it creates an incentive to put land to its best permissible use, making more land available (and thus cheaper) on the market. In short, while taxation of production, income, trade and enterprise has a depressive effect on production, land-value taxation would have an encouraging effect.

The land-value tax (if sufficiently large enough) would stop speculation in land whereby land-Owners who cannot get future productivity capitalized in current rents or prices, wait for land values to rise before selling or granting a lease. In these instances land often remains idle when still in demand, forcing what land is available, to an even higher price.

By taxing the economic rent of land, no burden would be put upon labour and capital whose rewards tend to a general level irrespective of the value of land used.

But more than this. With revenue derived from the rent of land, the taxation upon labour

and capital could be correspondingly reduced giving incentive at the production end.

Since taxation upon site values would, like a tithe, be a charge upon ownership, the selling value of land would be diminished by the amount of tax payable. The rental value, however, would be unaffected by the tax since its actual use value would not be reduced. For this reason, site taxes should be levied upon rental values, not upon capital or selling values, for in the case of the latter, one would have a diminishing tax base as land-value taxes were imposed.

Land not being a product of man, its rent cannot have the same moral sanction of exclusive ownership as does interest, profit, or wages, which originate from mental or physical effort. This makes land peculiarly suitable as a primary source of public revenue.

Further, it is the expenditure of public monies, the aggregate enterprise of labourers and capitalists and the presence and activities of the community generally, that gives value to land. Land values may therefore be regarded as "public" wages as opposed to the individual wages of the community.

In short, the taxation of land values:

- a) Has moral sanction.
- b) Makes land cheaper to buy and dearer to hold.
- c) Makes land more generally available.
- d) Stimulates production.
- e) Enables the relief of taxation on production and trade.
- f) Equalises opportunities among labourers and capitalists.²

Education is the responsibility of the provincial government. However, what little economic rent is now collected is under the authority of the municipality. The province should therefore encourage more municipalities to study a survey made in Port Credit, Ontario, where it was found that 69% of the ratepayers would have their property taxes reduced if their properties had been assessed by the Site Value Method. This study made by the School of Economic Science³ in conjunction with the Port Credit council also found that the total assessment under Site Value was within 14½% of the present total and would provide a workable tax base.

²Land and Liberty. Vol. LXXIX (January & February, 1972) p. 1.

³Copies of the Port Credit survey can be obtained from the School at 2304 Islington Ave., Rexdale, Ontario.

In spite of the possibilities of reducing school costs (and general municipal costs) in this way Port Credit is still waiting after almost two years for the Department of Municipal Affairs to grant approval to conduct a pilot project to test the new system.

Although this brief recommends that education costs be supported by Site Value Taxation, it does not follow that local or municipal education costs should be recovered only from local or municipal land value assessments. It is very important that equitable educational opportunities be offered to each citizen in all parts of the province. Therefore the division of costs between local authority and the province should be studied carefully for both equity and economy.

Specific Examples of Cost Reduction with S.V.T.

- I When educational authorities acquire new sites, land costs could be reduced as much as 80%. Site Value Taxation tends to reduce the price of land to the taxes paid. Therefore a reduced land cost would also mean a saving in interest, lawyers' fees and general expropriation costs.
- II The tax base would be broadened in the sense that Site Value Taxation forces unused, misused and underused land into production, thereby, lessening unemployment and increasing wages. The cost of education would be shared by a greater number of people. We have recently spent thousands of dollars to educate thousands of

people who now make up our army of unemployed. Site Value Taxation would open job opportunities and direct publicly created funds toward the cost of education.

As seen from comments on the Port Credit study the tax base would be made more equitable since assessments would be made on community created values and not on the efforts of the individual.

III The educational authorities could take advantage of lower interest rates. Site Value Taxation makes it unprofitable to speculate in underdeveloped land or resources. The large sums that were formerly invested in land, especially around our cities, would now be invested where return would be greater (i.e. in industry and business) and therefore interest rates would tend to be lower.

If all land (the material universe excluding man and his products) in Ontario were assessed at 100% of market value⁴ I have no doubt that it would provide a workable tax base for education and other government expenditures.

The Alberta Story.

Site Value Taxation has been tried in Canada up to a provincial level. At the turn of this century the tide of liberalism was running strong and in Alberta (which was also Liberal in politics), the acceptance of Site Value Taxation grew until by 1913 a tax on the value of land accounted for almost all the revenue of the province.

⁴Present government policy is directed to completing market value assessment in the near future.

Much was accomplished in the way of roads, public buildings and provincially-owned telegraph and telephone. Nearly all were paid for in cash without incurring any debt with a population about the size of Hamilton.

In 1935 when Alberta inherited mineral rights from the federal government, oil companies had to bid for the privilege of drilling - Site Value Taxation in action!

Alberta today recovers most of its education revenues from the traditional (since 1935) resource leases (mainly oil) and municipal taxation which assesses land at 100% of market value in rural areas and 65% of market value in towns, villages and cities.

Alberta is the only Canadian province without a sales tax. It has many debt free communities and just recently became the only province not to get into the succession duty or gift tax field vacated by the federal government.

The cost of education is at a critical point. It is essential that both financing and spending be reviewed. If something is not done soon taxpayers may, as the only apparent alternative, demand a reduction in the educational standards of this province.

This brief recommends Site Value Taxation as the alternative to our present inadequate tax system.

The American economist philosopher, Henry George has put it this way in his book, Progress and Poverty,

"A tax upon land values is therefore the most just and equal of all taxes. It falls only upon those who receive from society a peculiar and valuable benefit, and upon them in proportion to the benefit they receive. It is taking by the community, for the use of the community, of that value which is the creation of the community."⁵

⁵Henry George, Progress and Poverty Rev. ed. (New York, 1962), p. 421.

SUBMISSION
OF
S. J. HALE
TRUSTEE - METROPOLITAN TORONTO SCHOOL BOARD
TO
THE COMMITTEE ON EDUCATION COSTS

I have been an active trustee on the Metro Toronto School Board since 1969. I represent the Separate School ratepayers of Metro Toronto on the Board and, in this capacity, am one of three trustees on the Board with a Metropolitan approach to education in the Metro Toronto area.

It has been my observation that the following factors are developing into potentially major areas of crisis within the current organizational structure in Metro Toronto.

1. Despite conscientious attempts to the contrary, trustees representing area boards on the M.T.S.B., approach their task with a built-in parochial approach.

2. Within area board jurisdictions, due to the very academic nature and training of the administrative hierarchy, academic education takes precedence over technical, commercial, and other training oriented education.

3. The administration of special education for pupils requiring special education, namely the blind, deaf, physically, emotionally, and mentally handicapped, is fragmented and receives less than its deserved attention by existing Boards of Education.

4. Currently in the news and more accutely in the future, the question of which boards may build school facilities and where, will become a most expensive and contentious issue.

5. The current two-tiered administrative set up adds extra costs to the amount of 2.1 millions of dollars without any real administrative efficiency and is currently being questioned as creating conflicts of authority between the M.T.S.B. and the area boards.

To resolve these problems, I would recommend that your committee give serious consideration to the following briefly outlined reorganization of the Education Structure in Metro Toronto:

1. The present two-tiered system should be abolished.
2. Five Metropolitan Boards should be established:
 - (a) Metropolitan Toronto Academic Board of Education
 - (b) Metropolitan Toronto Technical, Commercial and Trades Training Board of Education
 - (c) Metropolitan Toronto Special Education Board of Education (For the handicapped of every description.)
 - (d) Metropolitan Toronto Special Schools Academic Board of Education (currently the Metro Separate School Board which could have sub-committees or representatives for Jewish, Reformed Church Christian schools, Montessori Schools and private denominational schools.)

Submission on Education Costs - Cont'd.

(e) Metropolitan Toronto Educational Facilities Board.

This Board would own, allocate and supply all necessary sites, buildings and equipment, to all boards. In effect, this Board would own and maintain all educational physical plant for all the above mentioned boards.

I realize this system would require major legislation such as Bill-81 but could be considered a pilot project for a period of five years and, if successful, would provide the answers to many current and future areas of conflict in the educational process within Metro Toronto. If successful in Metro, it could be implemented with variations across the Province of Ontario.

Financing would, of necessity, become the complete responsibility of the Department of Education from either traditional or new sources of income. Each board would receive unconditional 100% per capita grants to carry out their educational programs. This grant structure would include the present ordinary and extra-ordinary categories of expense.

This program would provide for a more rational development and implementation of the present varieties of educational programs under direction of administrators dedicated to the development of specific areas of education. It would remove the necessity of setting priorities regarding which type of education should receive the most emphasis. It would allow parents who are dissatisfied with or philosophically in conflict with the public common school approach, to receive for their children, the type of education they desire with the state financial aid which is properly their due.

And finally, it would streamline the site acquisition and building programs so as to remove impending conflicts and make it possible to utilize the complete educational physical plant in Metro Toronto to its best advantage.

Inherent in this proposal are major cost savings due to current duplication of facilities and administrative structures but more importantly, the removal for the foreseeable future of the impending conflicts as between boards of education and between parents with special educational desires for their children and the Provincial Government.

This presentation raises many questions as to implementation and administration and I would be pleased to share my ideas with the committee at their convenience if time and interest permits.

Respectfully Submitted

S. J. HALE

Trustee
Metro Toronto School Board

SUGGESTIONS TO:

COMMITTEE ON THE COST OF EDUCATION

- Vern L. Belyea, B.A., B.Ed - trustee

LINCOLN COUNTY BOARD OF EDUCATION

March 1972.

- Vern L. Belyea, B.A., B.Ed - trustee
Lincoln County Board of Education.

A provincial mandate establishing ceilings on school board expenditures is the most positive action taken in recent years to control excessive spending in Ontario education. The effectiveness of the message is evident by the reaction of so many involved in education, from the taxpayer to the class-room teacher. It is to be hoped that suggestions will be submitted from a wide variety of groups to the Committee to aid them in such an important study.

The views expressed here fall into two main areas. The first aspect concerns a sampling of highly questionable procedures in the administration and operations of our school system. They are merely representative, and intimate, as a road sign does, the direction one might travel.

One prime concern in school organization should be the practice of promoting so many excellent teachers out of the classroom situation into some level of administration where both Peter's Principle and Paul's Principle frequently set in. The net result is a debilitating effect on the quality of instruction, and/or an array of incompetent personnel at the administrative level who are paid in excess of their worth.

Since ability to instruct is not synonymous with ability to manage, promotions of this nature should not be taken for granted as a pay-by-merit practice.

Careful job analysis with special emphasis on personal attributes to accompany the paper qualifications is essential. This is especially true as job posting occurs with personnel moving from the role of instructor to one of administrator. The growing complexity of management above the class teacher level results in a multiplicity of hierarchial levels and an unbelievable number of appointments to "Ad Hocracy" whose performance may never be measured. This array of superstructural personnel must certainly be subject to frequent evaluation and re-organized along the most economical lines.

Another modus operandi which should attract a critical glance is the rotary system in the large composite schools. This routine seldom excites much concern except when the logistics of time-tabling demand it. Very few taxpayers, for example, would realize that in a normal eight period school day, many students lose 12%-18% of the total time in traffic movement from room to room. This staggering loss of time could not be tolerated in business, industry or other professions, yet

in education it is accepted without question because it is a traditional practice. A solution which has been used with success is the introduction of a multiple-term year with a minimum of subjects which are completed in one term or two at the most. Not only does this reduce travelling time normally lost with all its confusion and problems but it has added benefits. It reduces to 25%-30% the total number of text-books required in the school. More important, however, is the opportunity longer periods provide for developing the individual approach in learning by discovery. In fact this is a panacea for a better P/T ratio.

Other topics within this study of operations are Book Store Routine, Bus Transportation, The Alternative to the high cost of unionization in Caretaking and Maintenance Service, The unsatisfactory procedure of Ordering by Requisition, and the absurdity of trying to operate a budget within the framework of a Staggered Series of financial years. (Academic school year, School Board financial year-calendar, and the Provincial financial year).

The second area of study is directly related to Costs in Education since it accounts for 60%-70% of the school budget. Even though this amount for teachers' salaries is common knowledge, the disconcerting fact is that Board members at budget time accept it as the uncontrolled commitment, and with little resistance, join the hue and cry for higher P/T ratio or some other likely control. The ploy to use this mythical measure has hoodwinked even the more sensible academic administrators and so the real problem is unsolved. The gut issue is "When and where does the education of the child take place?" If the answer is, "at the point of contact between the learner and the teacher", and if the quality of education depends on effective teaching, then the excellent teacher should receive the highest salary paid in the whole corporate system. This poses the problems, "Where does the vice-principal, principal, consultant, superintendent, director fit into the financial picture?", "Are the roles of these catalysts who form the management strata clearly defined, assessed and understood?" These and other related questions need answering. The essence of this part of the presentation is to realize the impact of superimposing management strata to control the efforts of teaching the so-called professionals.

Teachers in general consider themselves professionals. This assumption is based on the fact that they have had

- extensive intellectual training
- high degree of specialization

- professional association
- code of professional ethics
- law of the profession
- specialized literature developed

and formulated in relatively exclusive terminology and stimulated by studies on theory and research. They have profession autonomy but not to the same degree as the historic or traditional professionals such as doctors and lawyers. In the latter cases, service is rendered in almost complete freedom vis-a-vis the choice of methods, conduct and with respect to the "layman" who is not expected to pass judgement on the service. The nature of services rendered by the traditional professionals differs also in that it is specific and rather exclusive. It is direct, immediate and rewarded by a fee. Herein lies a suggestion for a built-in scheme of pay-by-merit.

The corporate management on the other hand may be defined as the basic functional unit, a primary centre of academic and administrative operations which through a hierarchy composed of various individuals, grouped around responsible leaders, brings into play human, material and technical resources for the achievement of relevant marketable skills, attitudes and services. In essence, it represents the supervisory personnel above the level of the classroom teacher.

This organization aims at being, first of all, a co-operative endeavour between men sharing certain basic goals. However, it is also like the outside world of which it is a microcosm, the theatre of numerous conflicts - hierarchical structures: vertical order, conflict between levels.

- prestige structures: status positions, success symbols
- informal structures not comprised in the organization charts
- functional structures: line vs competent staff, authority vs responsibility, centralization vs decentralization, committee vs individual. It is here that an inversion of the true purpose of education takes place and where the dominance of management over professionals emerges.

The size of the enterprise directly affects its quality. Thus, intimacy, fellowship, spontaneity, simplicity typical of the small group fades or disappears, to be replaced by rationality, delegation, organization and a distinct urge to rise

through the hierarchical levels so numerous in the large scale operation. The evils of the modern world as expressed by Reich and Toffler are suspect in education's corporate management. Man's creativeness and human worth are often lost in the everlasting struggle.

Teachers, as professionals, are expected to seek the best in terms of money, prestige, power, autonomy, intellectual development, creativeness and satisfactions of all sorts. These reactions are inherent in to-day's Western Man, who is evaluated, defined and known primarily in terms of his position or what he does. It is, therefore, normal and even imperative that one should try constantly to protect and re-evaluate his position. This may explain why the teacher has attempted to reach the shining peak, the ultimate phase of the dynamic process of professionalization as exemplified by Medicine and Law. So the classroom teacher with his special training has every right to perform his service in the manner of a traditional professional, and be paid full value for the degree of success attained. But when one considers the amorphous features of the bureaucratized jobs in the corporate management, it is understandable that the professional who realizes that he is reduced to an employee or a mere cog in the authoritarian structure, will feel ill at ease, under-utilized, mistreated, irritated, frustrated and thus become militant.

What has all this to do with the Cost of Education? Simply this! With the clash of rationale as a backdrop, the teacher, on discovering the dominance of management, inameleon-like fashion forsakes his professional role, becomes more dollar-oriented and behaves like labor in any other union. Salary negotiations become an unpleasant exercise. The teacher demands increases in two ways by inventing a grid system of rises. They expect more money if they live one year longer and much more if they expose themselves to the chambers of higher learning. They seem to be oblivious to the fact that one more year's experience exposes them to the threat of Paul's Principle because last year's method without modification or innovation inevitably leads to incompetence. The effort to obtain additional credits to qualify for a higher level of "take" is the better and more legitimate reason for an increase. But, it too can be a camouflage or at best a case of Alice in Wonderland having to run fast to stay where they are in the changing world. By comparison, it would seem ridiculous for a doctor to increase his fee for each year he is in practice and each time he takes a refresher course or masters a new technique. The traditional professional

is a more realistic Alice when it comes to assessing his relative worth or where he really "is". He is fully aware he must attract his clientele in a competitive world.

In summary, the cost of education is in a state of high inflation because of the misconception of professionalism and its status in our school system.

The problem is more complicated by the ever-growing distortion and dominance of management in the professional's role. The ultimate is reached when our whole system is raped of its excellence by a method of promoting personnel which is so basically and morally wrong.

The solutions to these problems seem insurmountable but then, these are challenging times!

March 29, 1972.

Executive Director,
Committee on the Costs of Education,
Room S-944,
252 Bloor Street West,
Toronto, 181, Ont.

Dear Sir;


It has always been my opinion that the person who spends the money is the one who can best economise.

Therefore if the best value for the dollar is to be obtained the spending should be by the teacher under guidance of the superiors. (Department head, principal, etc.). I have seen shops set up in schools by people other than those teaching in the area and the waste of money is easily seen.

The teacher has to know the cost and where to get the best value for what is spent and as he is the specialist in his department he should be aware of this cost and therefore able to obtain the best value.

The tendency of large boards and purchasing agents not letting the teachers see the cost of items seems to me to be not the best way to economise.

Yours truly,



H.K. Marwood,
Eastview Secondary School,
Barrie, Ont.

640 Cameron Street,
Collingwood, Ont.

March 29th., 1972.

Executive Director,
Committee on the Costs of Education.
Room S-944,
252 Bloor Street West,
Toronto 181.

Dear Sir:

Herewith I enclose a brief on how education may be improved and costs reduced.

I have been pressed for time and consequently been able to only put a few thoughts from experience and observation on paper.

I do hope you will glean some value from this, and that from your report improvement will be forthcoming in education.

Yours truly,

G. K. Lindhorst

Bettering Education With Lowered Costs.

The first item to look at is the building units. Children are bussed past their local school to some distant school and those from the distant school are bussed in the opposite direction. To bus a kindergarten student ten to twenty miles away from its home to a school and have its brothers and sisters bussed to other schools is inhumanitarian and wasteful of money. Boards have set up schools of certain classes in one village and other classes in another village or town.

To begin with each village, town or area ought to have its own school unit with as little busing as possible. The school should be central to the population area, and the buses helping to centralize ^{not decent} students. Schools of a few rooms in their own area have more to gain than the large or segregated school afar off. If the town is large two schools may be set up, each a complete unit in itself, one at each end of the town. Keep units under 1000 pupil size. What has prompted school boards to make education like a livestock business and endangering the life of children?

The building should be designed with a sense of utility, beauty and economy. A great many recently built schools, especially secondary ones are monstrosities of expense, inefficient, and are certainly not beautiful. A school built on the letter E shape may offer the utmost in every respect. A central corridor with classrooms on each side in each wing with the headquarters at the centre. This can readily be enlarged by means of a second story and by extending the wings. It will utilize the outside light and cut down time in students moving from one room to another. Beauty may be built into the face work instead of the common multiplicity of walls and irregular notches. Further the landscape can be made most attractive and at much lower cost and be more aesthetic than brick and stone. There is no justification for having the sprawled out school with three or four times more wall-space per unit of education space as would be with the concise plan.

The second item has to do with the courses. At present the outline of the course of study is left to the whim of the department head, and the variances from school to school. Basically, education should deal with the great fundamental underlying eternal concepts which have been discovered and which give life meaning. The myriad present day applications are trivial and transitory. Some of these may be built onto but they are not the foundation stones. The Provincial headquarters should have experts set up courses and write text books which are of a more enduring nature. Many courses should be prepared and the school then select the ones which meet their situation. This method would surely be much better and far less costly than the present situation where Heads are paid one or two thousand dollars extra and have fewer lessons to teach. Further there are far too many courses offered now in which many are much the same ^{but} with use of different text books. The multiplicity of courses does not motivate the increasing number of students who are "turned off" and "drop out".

The third item has to do with the operation of the school. The clamour for more positions, department heads and subheads, councillors, guidance personnel, and smaller classes do not make for better education. They merely camouflage the twentieth century worker's urge for more money for more sensuous living. If department heads were there as managers endeavouring to aid and run the department with as much learning production as possible instead of being authorities keeping literature, new books and ordering equipment which interests their fancy it would come closer to justification. For example, a laser costing three to four hundred dollars becomes defunct in a few months because of inadequate knowledge and care, and requires over one hundred dollars to have it repaired. With the same money such useful equipment could be purchased for individual students for experiments. Such bungling occurs over and over again.

There is a big waste in paper and other supplies. If teachers were allotted a stipend for expenses they would not be so extravagant in using school supplies to advertise booze parties and other group interests. This should not be permitted.

elementary schools

The "open plan" engenders tension, excess rivalry for rank to overrule and even bully others. It makes for a very uneasy and dissentional situation. It smells of the caste system. To allow the profane to mouth off when the teacher is busy at another table is treason against the innocent. Why should parents be compelled to have children attend such schools and be forced to pay for such a culture? Why are rubbish records played and children made to worm around on the floor? Why is the learning efficiency and morals so low in public schools? The implication is clear. Teachers and principals ought to be selected on the basis of morals as well as intellect.

I would also like to make a plea that education be divided into public and private. Also that the public may have the option as to where their contribution and children go. The private schools then could be religious or merely ordinary schools on a competitive basis with the public. There would be no separate schools as exist to day. This would give opportunity for all persons who have grievance with the public school system.

640 Cameron Street,
Collingwood, Ontario

March 7, 1973

Mr. J. R. McCarthy
Executive Director
Committee on the Costs of Education
Suite S--944
252 Bloor Street West
Toronto 181, Ontario

Dear Mr. McCarthy:

You may recall that I submitted a short brief on "Bettering Education with Lowered Costs" March 29, 1972 and that I visited with your Committee on Nov. 28, 1972.

Since there are one or two items I want deleted and some areas enlarged in the brief submitted a year ago I have revised the brief and am submitting it herewith. I don't have time to do research on this but do have a huge number of paper clippings to substantiate much of what I've written. Some philosophical reasoning has been included in order to clarify proposals.

I think the government can increase or decrease spending on education, socialism, highways etc, but when things are free after the optimum is reached spending beyond this brings negative results.

Thank you for this opportunity to present my views.

Yours truly,

A. K. Lindhorst

P.S. Will you please destroy my first brief
or return it to me
or delete on page 2 paragraphs 2 & 3.

13/12/73
Noted
JRM

Reduce the building costs and make them more efficient.

Have the basic design limited in shape to one of the following:



with provision for limited expansion.

Avoid the construction of monstrosities. Buildings of irregular shapes, jutting walls, and sprawling additions greatly increase cost, and make for inefficiency and ugliness. The positioning of steps and their designs in two storey schools can be improved. Architects should be provided with a basic plan and design. Their work should be made to compete with other architects.

II Reduce the amount of bussing.

Centralize schools in so that each residential area has its own. Have more schools and smaller ones. Do not bus students from one town to another. Often this unnecessary bussing results from the arbitrary separation into groups of K-6 and 7&8. If the grouping from K-8 is satisfactory some places why is it not so for other places? Moreover, the children live together in homes where there may be class range from K-13. The honourable development of personalities should take precedence over unproven innovations. Children are not livestock to be transported.

Has the large centralized school with its multiplicity of hierarchy, and more courses produced a better educated and happier people?

What does the trend of the last ten years indicate?

It would also be a good thing to scrap the present county borders and realign new ones which are more feasible. The county lines should not run along roads but midway between them.

III Reduce the number of classes and thus reduce the number of teachers

required. There are far too many small classes of sixteen or fewer students. Usually better order and greater achievement result with larger classes of twenty-five to thirty. The achievement of students is contingent to a great extent upon attitude. With the unit system of credits, if there are not enough students to fill a class (or the second or third class) then that particular subject should be dropped for those students for that year and taken the next year. The number of classes for a course would vary from year to year.

IV Reduce the wasted time of students and teachers.

The actual learning could be achieved in half the time.

Plan excursion dates and programs far in advance and arrange them in such a way that not one but many excursions occur on the same day.

Every outing disrupts classes and teaching. Reduce the number of disruptions.

Limit physical education courses to exercise, health, and useful games that may be practised by each person throughout life. People too

readily become spectators and need not be encouraged in this. Sports

or interschool plays should be only after regular school hours.

Set up unit courses which the student may pursue at his own rate, with suitable tests during the study and a concluding examination. Thus instead of serving time for 40 weeks the student might attain the goal in 20 weeks; he would also benefit more, and have a more respectful attitude toward school. There would be required less motivation on the part of the teacher. A piece worker accomplishes more than a clock

Red e the number of courses and improve the remaining ones. The huge array of courses at the disposal of the student has come about largely because of the expanded vocational (commercial and vocational) aspect that has been included in the scope of education. Vocational training costs a lot. It has a place but how much? Will much of this training be irrelevant or the skill soon obsolete? The range of selection could be reduced to ones of special interest. The real question to ask is what is the aim of education? The lure of craftsmanship should not take precedence over the development of mind and personality.

Even in the academic area the choice of courses may be broader than necessary. What difference will it make in two years time which course in physics or biology or chemistry is taken. How many facts are remembered?

The ministry of education could appoint competent persons to establish courses and to write text books. Courses should be more enduring, based on the priorities of life, on principles and permanency, and on values and relevance. Education based on temporary scenes and training is inadequate. A longer use of text books between revision will reduce costs. Further, if the books were of greater value and interest and the students required to purchase them they would make better use of them and pursue them time and again. Getting rid of the book at the end of the year tends to make the course look like something that is of fleeting value instead of having thoughts to be retained. Good books endure for centuries. An excellent book on chemistry was written by the late Prof. Cornish some thirty years ago. Revisions along his line and concept would improve the relevance of chemistry.

Surely the study of literature by Tennyson, Mills, Milton, Wordsworth, Pope, Goldsmith, Gray, etc will yield a better balance of values than many of the crude writings of today that enjoin permissiveness. Sir Isaac Newton was the greatest scientist (according to Isaac Assimov) and his principles are part of every course in mechanics. Why are Newton's religious thoughts which he pondered the last third of his life incorporated in the literature. Likewise if Blaise Pascal's principle of fluids is an important physics concept might not also his religious writings be of educational value? Why should not the writings of so great a mind as Velikovsky be studied? Would not a study of the plant and animal association of forest, or field or pond and their relevance yield more truth and permanency and value than to memorize the conjugation of the paramecium or the homology of the crayfish?

The ministry could provide a list of equipment desirable in each subject and the items listed in order of priority. In this way most basic equipment would be purchased first and the others as funds become available. For example electrical leads, electrical meters, scales and balances and steam traps are equipment that each person of a class would benefit using, whereas to spend three or four hundred dollars on a laser first and which becomes defunct in a few months is not good management. Enough of some chemicals are purchased to last for twenty years which isn't the best decision.

VI Reduce educational bureaucracy.

About a dozen years ago the concept of having administrators below those of principal and vice-principal began to expand until now it comprises almost a dozen categories from department head to acting minor department head. These people receive a responsibility allowance and in addition are required to teach only five seventh as much of the time as the full time teachers. They have some extra work but some of their routine is unnecessary bureaucracy. Also it would be less costly and of more merit if the ministry of education prepared master courses of study than to have thousands of teachers throughout the province duplicating this function.

The guidance department has been greatly expanded and has greatly increased the class disruptions throughout the year. More posts are provided here for teachers who do not want to teach or who find the teaching too rigorous. Of what value are these interviews and counselling sessions? Yet with it all students are choosing amiss. Further, they look to the guidance department as a scapegoat through which they may drop the learning load when it requires exertion. The real dearth in guidance is in an area of which few guidance persons^{of} know anything.

The money paid for non-teaching time is likely over 20% of teacher salaries. How great is the educational value of this? If the same amount of money for good resources per pupil were used in smaller schools without great superstructure we would have a better product. The recent lesson from the North West Territories should not go unheeded.

Much time is spent on attendance checking by secretaries, yet not much can be done to reduce absenteeism. If teachers were provided with more structure and relevance in courses so that they could in a reasonable amount of time prepare memorable lessons of lasting values there would be more incentive to attend classes. Also, permissiveness, lack of discipline, condoning of depravity all add up to make student life meaningless. Dr. Viktor Frankl has something worthwhile to say on this. Any one of a number of factors can cause failure. It is no wonder attendance is poor and drop out is high. More money should be spent on preventing the cause and less on booking the result.

Teachers' salaries I think may not be out of line in accordance with their qualifications and amount of work required. However the efficiency ~~th~~ of the system should be improved. There is though the teaching element which emphasizes socialism, gears in shoddy attire, and lives morally dissolute, all of which must be very odious to the more conservative segment of the captivated taxpayers.

V11 Provide private schools with approximately 60% per pupil as much money as that allotted per pupil to the public schools. This is the salient point of my dissertation.

This 60% allotment will largely prevent possible exploitation whereby mercenary persons would enter the field for lucrative reasons. At the same time it would reduce the extra cost burden for those parents who want as foremost in education emphasis on the enduring principles, good attitudes and morals, the establishment of values, responsibility, and self discipline. Also, a better selection of literature, a change in the emphasis in science, and a cleaner environment is wanted.

How will allotting to the private school reduce expense? More students will enroll there and this will reduce the number in the public school. Public school buildings might even be rented to private educators. Private schools must usually operate with less money. Devoted teachers would work there, accomplish more and at a lower cost. Why is it that qualified teachers are willing to work for St. John's Company of the Cross for a dollar a day and board whereas teachers in the secondary public schools are not satisfied with fifty times as much but are always manoeuvring to get more? Why is it that in the two years from 1969 to 1971 the number of private schools in Ontario increased by 47(15%)?

The present trend towards the teaching of sex and incontinency to children in the public schools and to conceal from the parents any aberrations of the child is to produce family discord and national deterioration. (Star Oct.27/72 Marion Powell)

Helen Worthington in promoting sex films for schools says "more unmarried girls are having babies because they're not being protected by control devices". The truth is morals have fallen and writers who cling to the behaviorism concept will not admit this. Girls in the past had less knowledge and availability of those devices. The point is education should develop the judgment to detect false conclusions such as depicted by Worthington and thus prevent being lured astray by sinister writings.

When the public school goes so far as to sinistrally violate and teach contrary to Christian principles it is time to take whatever steps or action necessary to prevent this. This is why ~~instead~~ an alternative should be available for those who want it.

More youth are committing suicide, and more are taking tranquillizers ^{15.15} than before. They need meaning but can they find it when "Truth is ^{16.17} fallen in the street, When we grope as if we had no eyes".

Considering all the innovations tried in the school during the last ten years, the provision for an allotment to private schools would be the finest!

April 7, 1972.

To the Committee on the Cost of Education,
The enclosed brief was written by one individual. As a teacher I felt strongly enough about making constructive suggestions to the Committee that I spent over two hundred hours on this document.

I would therefore appreciate your considering giving an early hearing to myself and my supporters.

Yours truly,

A handwritten signature in cursive script, reading "Audrey S. Fernie".

(Miss) Audrey Fernie.

I may be reached at:

Hodgson School, 282 Davisville Ave., Toronto 7 - Phone 489-0341

145 Dewhurst Blvd., Toronto 6

- Phone 466-6095

BRIEF TO

COMMITTEE ON THE COSTS OF EDUCATION

FROM

MISS AUDREY FERNIE, TEACHER, HODGSON SCHOOL, TORONTO BOARD

SUPPORTED BY:

Mr. Wilson Brooks, Principal, Shaw School

Mr. Peter Chown, Principal, Adam Beck School

Miss Marguerite White, Dovercourt School.

Since the money available for education in general is controlled by the Treasurer of Ontario and Minister of Economics, we base our presentation mainly on two statements made by the Honourable W. Darcy McKeough in the Legislative Assembly, April 26, 1971, on the subject of controlling public spending. (*Italics ours.*)

"First, we have introduced guidelines for school boards in order to relieve the pressure on property taxes and to provide scope for other priority areas of local spending. Second, we have imposed *strict constraints on the Province's own account spending* and on cost increases within the public service.

"Education Costs. As the Members are aware, Mr. Speaker, the growing demand for essential services has placed enormous pressure on the financial resources of the Province and its local government partners in recent years. Nowhere has this been more evident than in the field of education. In the past, we have concentrated vast resources on the expansion and improvement of Ontario's school system in order to accommodate burgeoning enrollment and to provide the best possible education program for our young people. Now the growth pressure on our elementary and secondary education system is abating. This gives us a real opportunity to stabilize costs and to reduce education levies *without any sacrifice in the quality of education in this province.*

"The school board cost guidelines which we have established this year aim to achieve these desirable objectives. *The expenditure ceilings already announced are sufficiently generous to permit every school board to maintain and even improve the content and quality of its service, while preventing excessive increases in overall expenditures.* In conjunction with this necessary and desirable control on school board spending, the Province has budgeted for a further large increase in its legislative grants in 1971-72. Over and above the legislative grants to finance last year's 51% support, we have provided an additional \$72 million to raise the Province's share of education financing to 55% in 1971-72. I am convinced that these two measures - expenditure control and increased provincial support - will ensure an improved cost performance in the education sector *without any deterioration in quality*, and a reduction in school property taxes across the province generally.

"Government Costs. *The second major policy of restraint which we have pursued is in the area of the Province's own spending, particularly its spending for administration, overhead and public service costs."*

We as Toronto elementary teachers disagree that "the expenditure ceilings already announced are sufficiently generous to permit every school board to maintain and even improve the content and quality of its service."

We also question the statement regarding restraints as it relates to the budget of the Province's Department of Education.

On the matter of Education Costs, we need philosophy from the Department, not just dollar ceilings.

Is education costing more for what the Government expects of education?

Should we continue to take in students with tremendous learning disabilities, students who require smaller classes, specialist teaching and expensive ancillary support?

The Department stated we must do this and in its Policy Statement on Special Education Proposal #9 it recommended special grants for just this purpose. Yet two years ago it withdrew these incentive grants. In Toronto, one child in every seventeen is in Special Education classes.

We need outside funding to support programmes our schools do and should provide for ancilliary services, eg. Psychiatric, Psychological and Social Service help. The Department should consider asking the Department of Health or the Department of Social and Family Welfare to take on this expense.

Should we be attempting still to teach English to immigrants who have flocked to Toronto in the last decade when such teaching costs our Board twice what the grants allow? It costs the Toronto Board \$1,400 to teach each New Canadian child. The basic grant of \$595 and the weighing factor of \$120 total \$715.

If schools are to educate, are we going about it the right way? We need evaluation of programs and philosophy from the Department.

If schools are to become increasingly custodial in nature, is there a cheaper way of doing this? The Department should consider alternate ways of educating than retaining pupils in school buildings, e.g. lowering the school-leaving age and co-opting industry into sharing the role of education on a part-time or full-time basis to cut costs?

We submit we are suffering from a lack of philosophical guidance from the Department now and in the past. Such a lack may have led to the general increased cost.

HISTORY OF THE INCREASED COST OF EDUCATION IN THE LAST DECADE AT THE LOCAL LEVEL

1. Growth of enrolment. This alone could account for 50% of the increase in elementary education.
2. Inflation. From 1960-70 the Consumer Price Index rose by 34.4%. Is this inflation, which is still with us, reflected in the grants which allow in 1971-72 a 3% overall rise in Metro Toronto? We submit these two factors of increased costs were beyond our control.
3. The Robarts' Plan was introduced in 1961 advocating retention of more children in school so they might receive diplomas, especially in non-existent vocational and occupational schools, to ease a situation where in 1957 unemployment was higher than 7% because students did not have the skills for the jobs. This led to costly programs in technical and vocational schools where classes had to be small and equipment expensive and further costly new courses, options and then the credit plan in Arts & Sciences to challenge and thereby retain students, which we had been told was the goal. At the elementary level, it meant costly specialist teaching, remedial classes, earlier schooling, taking in and keeping students with extremely expensive learning disabilities. We improved our teaching to retain students, as the Government wanted. We still have these added costs. There was certainly no discussion with people in the field to make the Robarts' Plan work before the plan was brought in. We ask the Committee to determine if there was enough discussion in terms of long-range goals and costs at the Department level. Has the Department done long-range costing on the new credit system it advocates for high schools, or may it, desirable as it may be, eventually mean less money for elementary education? How can we provide equal and even better service under the ceilings? If the Department thought it worthwhile to retain pupils who used to drop out, has there been a change in Provincial policy?
4. We added ancillary services and upgraded this personnel.
5. Teachers heeded the Department's encouragement to get degrees. Should this added expense to a Board not be reflected in its grants. Should the ceilings force a Board to cut other services because it pays more for more highly-qualified teachers? The weighting factors this year for teachers with degrees apply only to Northern Ontario district boards. These Boards receive \$42 per child extra in this category alone - Toronto receives not one cent.

6. Immigration has been encouraged by the Federal Government and large numbers of non-English-speaking children have arrived in our schools, particularly in Metro Toronto. Is the Department discouraging with its ceilings teaching these children in smaller classes, or is it considering alternative financing by the Federal Dept. of Immigration. It costs us \$1,400 to teach each New Canadian.
7. The Provincial Government created the Metro Board under Bill 81. Should the Province be paying for this imposed second layer of government? Should it have another look at what Metro's function is and should be?
8. The Province should pay for the cost of Adult Education in excess of fees collected.

SUMMATION:

1. Guidelines or ceilings have been imposed and there was no dialogue before their imposition.
2. We ask the Committee to consider if the ceilings would be as stringent today if the Department had had long-range goals and long-range costing. We ask the Committee to aim for long-range goals and costing in future.
3. At the local level, some of this increased cost was unavoidable - enrolment, inflation.
4. At the local level, on the other increases listed above we need to know where we are heading. We need to know the Department's philosophy.
We ask the Committee to bear in mind that whereas there has been discussion at the Department that it is only "decreasing the accelerated rate of spending at the local level", not cutting, we in Metro Toronto are allowed a 3% rise in grants this year over last year to cover all increases and since this does not even cover the rise in the price index, it is to us a "cut".

INCREASED COSTS OF EDUCATION AT THE PROVINCIAL LEVEL

In view of the Treasurer of Ontario's statement on Government Costs, we ask the Committee to tell us where the Department of Education has, could have and will cut its own costs. We ask this for two reasons: 1. the whole attack for over-spending seems to be directed at the schools and more importantly 2. this Committee is in a position to examine Government spending.

We would then ask the Committee to study the following items, bearing in mind the 3% "increase" allowed to Metro Toronto in 1971-72 and the \$30 million cut for Metro Toronto announced for 1972-73, and the Treasurer's promise of Provincial cutbacks. We audited the week-long debates on the Department of Education's Estimates for 1971-72 in July. The following points were raised during government debates of the estimates and were left unanswered.

We are most anxious to receive answers from this Committee. References to the Estimates will be marked # and references to the Legislature of Ontario Debates S71-82 will be marked * with the page reference.

- #1. When we subtract the elementary and secondary grants from the estimates, the Department is left with \$326,349,000 where it could make some cuts.
- #2. The Department's administration costs rose from

1969 Actual	1970-71 Estimates	1971-72 Estimate
\$79,972,004	\$82,141,300	\$89,284,000

This is an increase of 8.69% in one year and 11.66% over a two-year period. Is this a justifiable increase in administration?
- *3. Page 48. General administration rose from:

1969 Actual	1970-71 Estimates	1971-72 Estimates
\$594,202	\$924,800	\$2,679,000
- #4. Disregarding the increase and looking only at a large figure - \$89,284,000, what benefits does the child derive from this expense?
- *5. Pages 2339-2340. Is it justifiable, that the minister's budget which is "maintenance" jumped from \$5,457,000 in 1968-69 to \$7,756,000 in 1969-70 to \$8,556,000 in 1970-71 - a 65% increase over two years?
6. The Public Accounts for the Province of Ontario for the Fiscal Year Ended 31st March, 1971 show the following expenses for the Department of Education: (Page 4-13 - 17) Salaries - \$35,966,736; Travelling expenses - \$1,706,369; Materials & Supplies - \$13,718,853.
- *7. Page 2328. Why did the number of employees in the Department of Education jump from 1,636 to 3,110 between June 21, 1961 and April 1, 1970?
- *8. Page 2328. In 1961 there was only one employee in the minister's department with a salary of over \$15,000, in 1966 there were 55 and in 1970 there were 527 with a \$15,000 plus salary. Those with salaries over \$15,000 account for less than 2% of the total employees in the minister's department in 1966 and in 1970 they accounted for 16.6 of the total.
- *9. Page 2329. Almost half of these qualified teachers who are not teaching, who are members of the minister's staff - 202 - have been out of the classroom for more than 5 years, in fact 102 of them have been out of the classroom for 10 years or more so there would be a correlation between the level of decision-making in the minister's department concerning educational decisions in the province and the length of time those people have not been in the classroom teaching.

*10. Pages 2333-2337. County Boards. Some of the decisions that were made on county boards have heavily increased costs on the overall plane as well as to the counties which were in fact substantially dictated by the legislation and by the decision of the then Minister of Education. Could the establishment of county boards (reducing 5000 school boards to 1500) have been less costly if this program had been phased over four or five years instead of nine months? Did this "dash" (P.2337) create a market for human skilled personnel with 100 school boards each going after directors and outbidding each other for a very small number of people who could carry out these responsibilities?

*11. Page 2335. Is it true that in a two-year period the number of employees with salaries over \$15,000 increased from 289 to 622 under the then Deputy Minister of Education, and in the next year, as of March 31, 1970, the number of employees with salaries of \$15,000 or more dropped by almost 100 - in other words, 100 persons left? Did they leave to go to the county board system and is it true their salaries increased anywhere from \$5,000 to \$10,000 as they took up administrative tasks at the county board level because the county boards were set up in such a hurry and terms for qualified personnel were dictated so that the boards had to outbid each other - adding to the general taxpayer's burden?

12. Does the Committee feel the government gave enough thought to the long-range costs of setting up county boards before they were set up?

13. Does the Committee feel there was dialogue with the communities involved before the county boards were set up, or were they all ready to go before the provincial election with nothing said, then established right after the election, allowing a 4-year cooling-off period for the electorate?

#14. Since the county boards were set up and encouraged to develop their own consultative staff and general expertise, why are we still spending on Regional Services -

1969-70 Actual
\$6,808,787

1970-71 Estimates
\$8,781,500

1971-72 Estimates
\$10,068,000

Is there unnecessary duplication of services provided by local consultants and the 270 regional consultants employed by the Department? O.I.S.E. has also set up regional offices.

*15. Page 2387. The Honourable Mr. Welch: "Since the regionalization of the province was established in 1965 and since that regionalization we have gone to the larger units of administration, it was time to review the function of the regional office and the whole operation of the department and we are presently engaged in such a study." We have then a promise to review the necessity of regional offices.

16. It is depressing to read in the Star March 13, 1972, 8 months after Mr. Welch's promise, that the expense of regional offices is still only under study. The new Minister, the Honourable Mr. Wells, is reported to have said, "The function of the ten regional offices of the Department of Education will be studied." He is reported elsewhere in the article as admitting the reorganization would neither save money nor reduce jobs.

#17. Educational Television (E.T.V.) cost the Department -

<u>1969-70 Actual</u>	<u>1970-71 Estimates</u>	<u>1971-72 Estimates</u>
\$7,444,548	\$7,765,000	\$10,800,000

Does the Committee feel the Department gave enough thought to building a T.V. empire at a time when it foresaw ceilings? Were incentive grants for local boards to acquire T.V. equipment cut off at the very time E.T.V. came on the air? Since money spent locally for T.V. sets, cable and videotape machines, the latter an essential for the effective use of T.V. where classes rotate at \$1,500 a machine, is not eligible for grants, how many boards cut T.V. at the time the network was being expanded? e.g. Scarborough last year put a 2-year moratorium on E.T.V. equipment and cabling when only 25% of its elementary schools are cabled and its high schools are partly cabled.

* Page 2584. "E.T.V. is seen by only 6% of viewers in greater Toronto compared to 84% for Channel 6, 85% for 9 and 8% for 17. There were 5,124,000 viewings in the fall term of 1970-71, nearly \$2 a viewing."

* Page 2590. "1.1 hours a day is all the time the networks have been able to give us for in-school programs distributed across the province."

* Page 2590. "A survey to see whom E.T.V. reaches indicates it is the male adult, executive or professional or managerial class." If the Department saw E.T.V. as a compensatory program, it is not compensatory because it is not reaching many in the lower economic condition who do not have UHF.

* Page 2595. "The problem is twofold - 1. money 2. we don't know where E.T.V. is going." If E.T.V. were to decide to go to colour, boards would have to scrap present sets; if it decided to stop broadcasting, boards would have to go to expensive filming. We need to know more about how E.T.V. can be used and where it is heading. If the E.T.V. expense is valid, should this not be reflected in the grants?

Are the taxpayers getting their money's worth for E.T.V.?

#18. Teacher Education cost the Department -

<u>1969-70 Actual</u>	<u>1970-71 Estimates</u>	<u>1971-72 Estimates</u>
\$9,694,827	\$11,187,600	\$10,484,000

* Page 2567. In the year that \$11,187,600 was spent, 45% of those graduating from elementary teachers' colleges, 2,500, did not have jobs as of June 30, 1971. The previous deputy minister stated last fall, "Job Shortages for Teachers is a Crisis Only in Statistics." Were they duly warned of the high possibility of unemployment before they entered the colleges. If 6,000 graduated in 1970-71, it would seem to have cost the taxpayer \$1,747 to educate each graduate and for 45% of these graduates there were no jobs. The Department should have limited the number entering and charged fees long ago to make the teachers' colleges self-supporting.

#19. The Department has budgetted \$448,000 in 1971-72 for publications. Is this the whole cost of publications, ie. does this figure include salaries? Who should decide if these publications are useful to the classroom teacher?

#20. According to the estimates, \$4,496,000 is budgetted for O.I.S.E. for 1971-72 and according to the Legislative Minutes, \$44 million has been spent thus far on O.I.S.E. Does the Committee feel the initial expnese justified with ceilings pending? Does the Committee feel the results of the research done by O.I.S.E. are of direct application and benefit to the classroom?

21. Departmental grants were \$105,642,000 on colleges of applied arts and technology. How much is this per student in operating and capital terms?

SUMMATION OF GOVERNMENT SPENDING:

How much have the Department's expenses, exclusive of grants to elementary and secondary schools, risen in the last ten years? Can we look for any savings at the Department level: Page 2340. When the Opposition was criticizing the rise in the Department's own costs and stated it could save \$20 million in this area which could go directly toward increasing the level of grants from the central government to the school board, the Hon. Mr. Welch stated, "If you simply want to cut for the sake of cutting without having any reference to the service which the provincial government's Department of Education is to perform, you know you can cut all kinds of things".

We submit we at the local level have so far been asked to cut without much reference to the service we are providing. However, the Hon. Mr. Welch did agree to look for possible cuts in his own Department. Even if this is 4 years after local boards were told by the Department to pare and 2 years after they have been compelled to pare, it is a beginning, in July, 1971.

We are then further disturbed to read 8 months later in the Star March 13, 1972 (which we quote since the Task Force's Study on Reorganization of the Department has not been made public)

"A major reorganization of the Department of Education will continue the decentralization of the province's school system," Education Minister Tom Wells said yesterday. At a press conference in the new department headquarters on Bay Street, Mr. Wells admitted the reorganization would neither save money nor reduce jobs."

According to this article, we can look for no savings at the Departmental level this year or in the future. This is why we are asking the Committee to study particularly the cost of education at the provincial level and recommend some savings there. We would further emphasize the Committee studying alternatives of financing by co-opting industry to educate on a part-time or full-time basis, to have the Federal Government pay for extra education to immigrants and the Dept. of Health or the Dept. of Social & Family Welfare pay for ancillary services.

We want the Committee to consider re-opening Bill 81 which created the Metro Board. Do we in Metro need the duplication and expense of 6 directors of boroughs and a Metro Board? Should the Metro Board be considered a financial entity and be paid for entirely by the Province? Perhaps Metro should do more of the financial job (computer payroll, purchasing, land acquisition, architects) so the area directors may become program directors, perhaps at less expense. Where is local autonomy under the present Metro Board set-up?

We recommend you to evaluate ongoing programs such as S.E.F. to determine if there is still a need for it. Do we perpetuate programs just because they are there?

Consider the possible benefits of innovative programs. Could schools be built more cheaply province wide if a land developer were required to include building a school in return for receiving his permit?

Could teacher trainees apprentice 1 or 2 years with a board, that board being compensated for its staff's time and its facilities in training them?

If Ontario does receive its baby bonus money and if the trend continues under Mr. McKeough that payments will be limited to low income families, let's take a look at the new possibilities with this money. Could the amount of outright cash paid to families be reevaluated and excess used for junior kindergartens, day care centres (perhaps in or accessible to high schools to be part of parenthood training), medical, dental and psychological services, student scholarships. We may as a society reap more benefits for our dollar by holding a little of this money back and providing these services in a community than if the parent were to buy these services on his own. The school is the most sensible delivery system for community services, yet these non-educational services should not be charged to education.

GRANTS:

We feel the problem has been that financial spending in education has been based on dollar amounts, without consideration to where the dollar is going. We would like to see grants based on service and we feel you should establish a base line of service, not dollars. If a Board can prove that it has employed e.g. Special Education, successfully for two years, it should be allowed to maintain and increase this service. The program would be assessed jointly by the community, the local board and the department, and the money for this basic need should be reflected in the basic grant. In this negotiation based on services, the Government can see minimal education is not affected.

As the grant system worked last year, it was a case of trading off one program against another, when both might be valid. A board should not be penalized for being innovative. Minimal education programs could be costed out so that a board would automatically be entitled to money for a program, with consideration given to the different needs and costs of meeting these needs which vary from area to area. Now we are given a dollar amount and then have to decide on the services. The allowance should not be the same across the province as needs and costs vary. We then favour over last year's grants the weighting factors introduced this year, but we would ask the Committee to arrange for the weighting factors to be constantly reviewed by representatives of government trustees and teachers together, and changed to reflect changing needs and costs. The committees should review the structure of ordinary and extraordinary expenditures.

For example, we list a few of the special needs of the City of Toronto which make Toronto unlike other cities and even other boroughs in Metro:

- high cost of maintaining schools up to 100 years old
- high cost of labour
- large number of New Canadian
- 56 of our 109 elem. schools are inner-city
- high proportion of children from one-parent families
- high proportion of children from low-income families
- highest level of Special Education. 1 out of every 17 children in Toronto is in a Special Education class. Families move to Toronto to take advantage of our Special Education facilities so we are taking the pressure off the provincially run residential schools.

We feel we have over the years developed justifiable programs to meet our special needs. Now we need grants based on our services.

We thank the Committee for this opportunity to comment on the Cost of Education. We would further ask the Committee to make abundantly clear to us the lines of communication from financial decision-makers to teachers. Next year's guidelines should be coming down very shortly with the budget. What channels should teachers follow to get involved before all the decisions affecting them are made?

Reuben Farnie, Hodgson

R. Brown, Trinigar

Marquette White

Wilson O. Brooks, School Principal
Shaw P.S.

1.

R. W. Dabor,
52 West Deane Park Drive,
Islington, Ont.

Tel: 232-2540.

7th April, 1972.

Executive Director,
Committee on the Costs of Education,
Room S-914,
252 Bloor Street West,
Toronto 181, Ont.

ATTENTION: Dr. J. R. McCarthy.

" WE TEACHERS AIN'T NEVER HAD IT SO GOOD "

(Overheard in a tavern)

The purpose of this paper is to present a different view of the luxurious structures both human and architecturally 'divine' which together are supposed to perform the function of purposeful education in Ontario and to expose the myths and investigate the cliques that dominate almost all thinking in education to-day.

The Commission on Post Secondary Education influenced by masses of biased briefs accepted the widely held contemporary view that students can no longer be considered raw resources that can be hewn and knocked into useful social products but as fickle consumers who if the schools are not grandly constructed and extravagantly furnished, and supplied with courses properly honeyed or made daintily beautiful and served at appropriate times, will be offended and stamp their little feet in indignation and refuse to be transported to the halloweened halls. Rather than investigate the merits of the cliques and myths of education, or test the consequences of accelerating the various trends, the Commission without looking backwards or downwards ignoring the noose of procrustean tanglers, accepted all the cliques and dashed about to adorn them elegantly and in the process added a few cows of their own. In one of my briefs I called

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it "grimthorping cherished mumsimusess". With the 'happy' result that the Commission did not have to waste valuable time reflecting on whether or not the present system was any good or whether or not it was reaching it's philosophized goals in the most economical and efficient manner, they simply undouted and expanded all the trends to determine how many more bodies they should add to the present bureaucracy and how and where they should spend the bundles of money. The unsavoury problem of not spending money was not allowed to intrude into their deliberations.

On page 9 of their report, the Commission's rhetoric reveals their complete misunderstanding of the forces that make a democratic country work - they revile as blemishes, competition and uniqueness, the very things that insure growth in Canada and give it's people substance and value.

The questions that the Commission should have asked and others will be asked and answered in the following pages.

TOPIC 1. - EXPENDITURES BASED ON MYTH, CUSTOM AND HABIT THAT OBTAIN
THE TRUE PURPOSES OF EDUCATION.

Over the past many years Ontario School Boards have spent uncounted billions of dollars conditioned by the subconscious principle that expenditures in this and in buildings for schools are absolutely necessary to 'guarantee' good education.. They believe that through some unknown magic the quality of teaching and learning improve at an exponential rate somehow connected to the quantity of money spent. This unstated concept is enthusiastically supported by architects, contractors, sub-contractors, comfort loving teachers and politicians anxious to get their name on a school, and anybody else who benefits from the excesses of schooling. At some time far back in history, learning performance and expenditure had some correlation, but for many, many years those basic minimum utility levels have been luxuriously surpassed and in their place we have elaboration, glorification and an unheralded dedication to comfort. If anyone could present one word of real evidence to connect these fantastic levels of spending to improved learning rates (I do not include the many specialty classes) no one would object. All arguments are either frail, obviously self-indulgent or glossed to conceal self-interest.

This 'waste' grows relentlessly partly because of an apathetic public but mostly because troops of organized people able to command the attention of the various media have intense personal interest in the continuation of waste and through their great numbers and unified interest manage to dominate 'thinking' in education.

Of principle concern to them (although they deny it with the voice of a million concerting bullfrogs and lady-frogs) is their own comfort. The student and learning are important only as ingredients to insure their continued ease. Architects presently enjoying a fee equal to a percentage of the total cost certainly do not want cheap buildings. What proper thinking teacher would choose an economically built school over a luxuriant structure? Do principals want unornamented square footage? What would their peers think? How about the trustees would anyone of them dare to be caught in the act of authorizing the construction of a 'cheap' school? Everybody excepting a voiceless bunch of taxpayers is interested in spending as much as they can.

For a gross example how about Shaughnessy Willowdale Public School; two windows for every classroom, periods of school use irregularly through spring, fall and winter closed in the hot summer, --fully airconditioned. Approximately 46,000 square feet. Was the improvement in interior climate on those rare warm days instrumental in raising the learning level of the students?

Many other expenditures which are commonly accepted as needed luxury or necessary student aids : : actually retard learning or are simple wastefulness.

It is common that Secondary School auditoriums be enhanced with broadloom, drapes, considerate accoustics, superb public address systems and plush seating accomodations and air-conditioning. How does this expenditure aid the process of teaching and learning? Would the teaching and learning process be negatively affected in a bare room with tiled or wood floors (gymnasium perhaps) and moveable

flip up plywood seats? Ask these questions before answering -

1. What is an auditorium used for?

2. How often is it used?

Answer to 1. The auditorium is used to confine a number of people in a space usually for the purpose of subjecting them to ceremony, theatre or salesmanship. Most often although these people rarely may to sit in these seats the room is packed.

Answer to 2. Rarely used and when used two hour confinement would be abnormal.

Any public performance is tested by the response of the audience whether it is a paid audience or an audience guaranteed by gentle edict. An audience will more likely endure a humdrum level of performance if they are comfortable. An audience uncomfortable (fleshless rears pinched on hard seats, poor ventilation) and the acoustics requiring strained attention, will make a poor performer noisily aware of audience mood, flicks, rattles, clunks, feet shuffling, unrestrained chit chat cannot go unnoticed. \

In uncomfortable circumstances the high quality of the performance or entertainment is vital. Entertainers and performers (educators) who may have run out their lives believing their podium activities were passable will under these circumstances be ego-forced to wrestle more goodness from themselves and take greater care in preparation. The same principle applies to temporary performers (drama groups, debating groups) who perform in the same area. Their art is enhanced because they know they must compete with the shiftings of discomfort and the rattle of irritation.

Considering that these auditoriums are normally in use for less than 1% of the total time available in a year, how can anyone even justify their undoubted existence let alone their grand existence?

And those marvellous tools of 'teaching' electronic equipment, television, T.V., tape recorders and other abundant paraphernalia, most of which are designed to reduce teaching "load". As this load (related to people engaged in measurable pursuits) is a fiction, (a teachers' teaching load added to a soap bubble would still weigh nothing,) these teaching assists prevent willing teachers from natural self-reliance and self-discipline and ensure they not constantly 'assisted' by these electronic devices. It is curious that teachers are the only organized group that welcomes these forms of automation.

Most classrooms have much too much square feet of space for the number of students in the class, teachers may enjoy some ego-satisfaction from teaching in a spacious room but students enjoy no benefits. More on room sizes and student number under another topic.

Without leaving my own perambulatory district I see additions to schools (Annette Street School, Runnymede and Western Technical) that show that the architects seemed determined to add cost rather than to build a good building or to beautify. Aware that architects have been responsible for unsurpassable beauty in other types of building makes me wonder whether the School Board is following a humanitarian impulse and employs only mentally deficient architects.

The theories underlying the preceding discussion are not purely stochastic, much has been developed by refusing to accept historical notions without unbiased supportive evidence. No evidence supports the concept that "luxury in building and things equal good

learning". In our school we even have hard evidence to support the reverse opinion - an examination of levels of learning of students housed in 'portables' compared to those taught in the main palace will show that the 'hardship' did not affect their marks.

This quotation from Fortune magazine I had used in one of my briefs to the Post Secondary Commission because it describes a style of 'total' thinking alien to most educationists I feel compelled to repeat it:

Winston Churchill in October, 1943, made in the House of Commons a gaudy speech on an unlikely topic for a time of total war: the relation between architectural design and human behaviour. The old House had been blasted by a German bomb, and the question was how it should be reconstructed. A more spacious chamber, perhaps? One with a semicircular arrangement of comfortable chairs and useful desks, such as many of the world's parliaments enjoyed? Churchill thought not. What he wanted, essentially, was a replica of the old House with its rows of facing benches that symbolically expressed the party structure, emphasizing the contrasting roles of the Government and the Opposition. The new House, like the old, should have far fewer seats than there were members, so that in an ordinarily ill-attended session speakers would not be discouraged by addressing empty benches. On great occasions, members flocking in would be crowded standing in the aisles, thus expressing debate and decision with visible signs of gravity and urgency. No desks, for members might bang them as had the rowdy French whose parliamentary institutions, he did not need to recall, had proved less than stable. Churchill summed up these minutiae with a thought that is far from trivial, "We shape our buildings, and afterwards our buildings shape us".

Rare in our civilization are such instances where a public man (or, for that matter, a private man) evinces a thoughtful, constructive concern for the indirect human implications of material design. Yet how men deal with things - whether a room, a city, a river, or the great biotopes itself - both discloses and thereafter influences the way they see themselves and the way they deal with one another. Consciously, we make land-use decisions that affect the material world. These decisions have an immediate moral and aesthetic content that should be taken seriously, even if a deteriorating environment were not a long-range threat to prosperity, health and the continuation of the race.

Recommendation - That all school construction stop immediately and remain in limbo for two years. In which time the inverse relation of ornamentation to learning can be resolved. In the meantime any geographical student imbalance can be resolved by bussing, portables or jarring.

Lets have the courage to forget Dr. Spocks Flummery and his wish to find peace by re-invaginating all humanity and dedicate ourselves to emulating realism in our schools. I do not ask that we bring the rod back to primary schools as a secret punishment but as a full experience.

Have published school-by-laws which identify different classes of 'crimes' and the mandatory punishments for every grade level. In the adult world, offenders against society receive punishments with some relationship to the offence. If school is to be a microcosm of the real world, its laws and punishments must also strive to relate. Contemporary primary school punishments are suspension, detention and notes to parents. Not nearly extensive enough, the rod must return for those classes of juvenile crimes not adequately served, as I believe that public discipline has a manifold usefulness, these baculine punishments should be performed in front of the full assembly of students. I realize that many who would agree with the return of the rod would disagree with this public spectacle. Although this point is not lightly made, I cannot in this space devote the lines to it that its exposition deserves.

Recommendation - A return of the strap to primary schools to be administered in full view of the student body. A set of primary school by-laws detailing the offences and their punishments should be developed and made known to parents and students.

Every year educators - singly or in pairs or in great smoky sabbats warn the world about the sins of 'overcrowded' classrooms. Every year this 'awful' message is embroidered with roasted needles onto the loving hearts of mommies and poppas all over Ontario. Every year mommies and poppas fall on their calloused knees and pray that taxes will be raised and the budget increased so that this scourge even greater than fetid armpits or unbrushed teeth will be thwarted and their little Tads and Tiddies will have the coddling they so richly deserve. What right thinking momma and poppa would allow her child to be jammed in a classroom only two sizes too large for the number? Who can refute the unanimous voice of the teachers? Would they be unanimous if the concept was wrong? In the Curricular Inquiry Committee produced in 1971 by the Board of Education of Etobicoke in which 29 schools representing 646 teachers were given an opportunity to express their concerns. All briefs submitted on this topic by teachers recommended lowering the pupil teacher ratio. Not one radical dared suggest that the ratio may be too low. Given as 'rational' reasons why a lowered ratio would be good for the students were old ones we have heard for many years like more individual pupil instructions (guide little Tiddy's hand as she traces out the alphabet) and the problem of a high proportion of non-English speaking students. In fairness to the brief submitters, they confess that teachers will also enjoy a benefit, citing a reduced marking load as a desirable characteristic. It is not considered by teachers an antilogy that in other sections of the report they want to

eliminate many tests and all examinations (especially in primary schools) or make the test results less specific.

Forgetting for the moment the added leisure time that a teacher will enjoy if these ideas are incorporated, let us try to determine, what specific learning benefits the student will receive in this ice cream parlour environment?

The student (following majority logic) can now receive individual instruction and counsel from the teacher if needed during the regular school day. But this concept has the moral appearance of the teacher assuming the role of healer and leading the sick and halted up the steep staircase of wisdom and it's perpetual peace. But unadorned this statement simply means that instead of keeping the 'troubled' learners and 'slow' learners in school after regular hours, the teacher can now do that frustrating work during the regular school day.

Just what does this individual attention and counselling involve, does it help the student learn and or just help him make grades? Or neither? The assumption is that the teacher will re-fashion the lesson to suit the personal learning problems of select students and grace the lives of other students by being available for talks about things other than school work. Is this done in silence? Or does this tiny class on cue stop up their ears so that the conversations between 'troubled' and teacher can go on confidentially? Or is it a matter of mathematics, the greater the class size the greater the numerical number of problem students thus swamping the teachers' life giving value too thin to catch a herald?

The public has been sold a classroom epic by educators which is pure fiction aimed at concealing their own self-interests increasing anxiety.

The facts are - regular teachers cannot and do not help the seriously troubled or slow witted students, how can they, they are confined to special classes. Their number as a percentage of all students is agreeably small. The majority of students are problem free. Whatever little business that comes up considered private can be handled just as ineffectively after regular hours. Those students who sometimes slip and score poorly can be best assisted by the use of old fashioned unsophisticated methods - detention and repetition. The best corrective for poor marks is shortening the students fun time.

As a social counsellor the teacher borders on the comic. How can a student expect to receive real-life counsel from a teacher who has been on a vacation from reality all his or her life and can only speak about reality in 'borrowed' language? Who have never suffered the agonies and rewards of competition with peers? (more on this subject later).

Small classes seem to have many benefits for the teacher, discipline is easier, individual student judgment is easier, less potential rumormongers, fewer papers to mark and fewer overtime hours. I contend that a low pupil to teacher ratio in an average classroom harms the individual student by reducing the opportunities for social-learning experiences and by allowing the teacher to slowly debilitate by removing reasons for him to increase his resourcefulness.

and practical education.

... the joyful men and women say about wide open spaces, uncontaminated air and the need to have a chunk of space all to ourselves, people demand congestion, empty space and great air is fine for an interlude but nobody wants to live there. For some known and other unknown biological reasons people yearn for people contact, they need the stimulus of countering viewpoints, proximity of other bodies, the abrasions and little risks, the jostle, James Joyce's 'shoviality'. It is from the vitality of others, the competition with others, ... life's richness and meaning and produce in us exciting growth.

Jam the classrooms with students. Bury this nonsense about petite classes forever. The student number should be governed by the decibel level of the teacher, if the teacher is a susurrant arm her with a bull-horn.

A student's most important social group is the classroom. His shape and knowledge of himself is moulded by comparison and relation to his classmates. The rest of the world, other classrooms, T.V. horizon, adults other than teachers, books are distant reality; second hand referants with little power to enhance or impair his character. Heir the Latin trick of reductio ad absurdum lets pursue the small-class 'logic' and see what enlightenment blossoms us. Assume a classroom size of 40 pupils - knock out 10 leave 30, does this mean the remaining students will learn 25% better? The teacher teach 25% better? Or both worse? Or some other factor? Reduce the class to one pupil, will the remaining student learn 98% better? The teacher teach 98% better? Or worse for

either or both? Or some other factor? What's the psychic kick in standing 1st in a class of one? Flin the argument add 10 to the 40 - does the teacher teach 25% worse or better? Or the student learn 25% less or 25% more? Or either or another factor? Double the class to 80 - do the students learn nothing? Does the teacher teach nothing? Or either or some other factor?

The answers are obvious there is an area of variability which matches total learning rate to class size but it is the exact opposite to the accepted notions. Large classes with multiple interactions and teeming social contact encourage goodnesses from students and teachers alike. For teachers it is more difficult. The problems are more complex, the necessity for lively programs more imperative, the search for more effective teaching methods a survival necessity. It is these very difficulties which would challenge teachers and force their personal resources to multiply.

Even if the teacher hunged out and tried to maintain his or her sleepy pace, the impact on the students living in a jammed classroom would be positive, the students would not only learn about things but also learn how to live.

The reduction of class sizes to 'comfortable' limits are not in the best interests of teacher or student.

Recommendation - That the ratio of student number to teacher be immediately increased, even if it means having unused classrooms in some schools.

Not only should the student have constant information that informs him of his academic position in comparison to others as he strives for common goals, but he should also be part of a group which compares to similar groups. In the happily congested classrooms I have already suggested, the class should be sub-divided in groups numbering 6 or 7 students. This can be fairly done by mixing in a proper percentage of high and medium and low standing students in each group. The group formed at the beginning of the year should be maintained through the school year. For each month of the first six or seven months a group leader will be selected by lot, in the remaining months by secret ballot. As part of the increased number of tests already recommended the group would do many projects as a group and take some tests as a group and be marked as a group. The group marks would show separately on the report card. These percentages would be placed to the right of the individual marks. To the right of these would be the marks used to gauge the students total performance and would be the marks used in deciding the pupils advancement or failure. The two marks, individual and group, would not be simply added together and then divided to arrive at a new sum, a factor, (I suggest $1/5$) of the difference if any between group marks and individual marks would be added or subtracted from the individual marks. With a maximum variability of 5% points.

As a mandatory activity of each group on a rotating basis would be the creation of a weekly newspaper, simulated radio or T.V. news reports and commentary; half of which would be devoted to current events (although not copied word for word from any other source) and the

other half to students and school events and local stuff. The quality of the presentation, design, editorial content etc., would be judged each week by the non-participating students. The teacher would also make a judgment which would have the value weight of perhaps 5 student judgments.

Recommendation - That classes be restructured as detailed under preceding topic.

In competitive 'real' life, seniority and additional education usually increases the value of the person involved, but in our educational system this value is inverted and educators lose degrees of effectiveness with each passing year. By 'real' life I mean the uninsulated white-collar-world which has as an intrinsic ingredient competition with near-equals, and job security tied to measurable activities. In this 'real' life situation an employee's seniority takes on added corporate, institutional, personal and/or value because he is seasoned by exposure to constantly evolving circumstances with their elusive problems and more elusive answers. His successes and failures are visible and are constantly audited by superiors, peers or introspection. His skills are constantly being broadened and refined quite often motivated by fear which urges him to become a less-replaceable asset. Sometimes it is pure ego which drives him to score the best in his field or to make the largest contribution.

The chance that professional co-to-education will increase his value is good. He will most likely be involved in a seminar type of environment which will throw him in with others equally keen and employed in different kinds of jobs. His teacher(s) will have information which will often be a blend of personal life experiences and theory or have been enucleated from life experience of others. The teacher has none of these growth advantages. Fresh from teacher's college or university having spent most of his life being taught by other people who have been taught by other people, etc. scarcely a one of whom has been employed in a constraint-full competitive environment. The teacher

begins adult employment with a first-free social group who have come into the trade the same way. Homogeneity. There is no competition among teachers to be the best teacher in the school or in the province, as there are no accepted ways of measuring a teachers' teaching goodness. Course credits earned by re-entering the insulated system add no depth to a teachers teaching ability. They guarantee the teacher automatic income increases and broader job opportunities but students do not learn better. Even the Draft Report doubts the value of supplementary education for teachers. Besides the negative value of spending your life with people who have like opinions, two other very negative conditions prevail. First by unavoidable design the teachers spend most of their working hours with groups of others who are inferior to them and are equipped neither to criticize their actions nor act as foils to sharpen the instructor's ability. Unlike a 'real' life job where working hours are spent with people who are not inferior: thus the teacher does not have the daily challenge of matching wits with others of equal prowess. The second negative is, - the teacher has all the answers, he never has to ask a question to which he doesn't already have the answer. This is a double negative for the problems he is dealing with are always below him in degree of difficulty (except for the first year or two on the job) new learning is denied. Unaware of what's happening the teacher slides relentlessly to the mental level of his group.

I had hoped that one of the alternate ways to combat this negative homogeneity was the introduction into the system of numbers of teachers who had been exposed to the real world. (A practice also endorsed in the Draft Report) (I include only a few members of the 'civil service' in the real world.) I believed that they fresh from a challenging and question-

ing atmosphere would bravely confront the sins in the school system, lay bare the ease-hoods that frock the faulty premises upon which the system perpetuates itself, that they would prod the dozing, arouse the sleeping and lift up the reclining, stifle the whines of the over-contented, and excite the masses (of teachers) but no this is not and is not realizable. The mass engulfs. The 'outsider' like a chameleon takes on the hue of the environment. His old world becomes an ugly 'mirage' filled with mis-guided non-academics. So it is that teachers with great promise coze into the pre-conditioned atmosphere of the tropism chamber and become would-have-beens in double-quick time. I realize that teachers will be revolted at the preceding but clique as they will they cannot deny the anthropomoral facts.

Recommendation - That all teachers have job security and incomes tied to the learning achievements of their pupils. More detail on how under another topic.

More tests, more examinations; begin testing at an earlier age, mark them specifically. If we agree that the purpose of schooling is to prepare students to lead a useful social-contributing and self-fulfilling adult life, we must also agree that those constraints, barriers and opportunities that exist in 'real' life should be identified and introduced into the classroom. There are some realism encouraging actions that are desirable but cannot be introduced and brought about in an appropriate but because the swage of custom and the power of the teachers unions would discourage their introduction. To reflect a normal work environment, I believe the school day, and term length should be extended especially so the students can work longer. There is no reason to pay the teachers more as they already receive more money for exercising their trade on older students. But to think that apalaustic teachers would be willing to add hours to their teaching term without massive income increases is to indulge in fancy. There are other actions that can be taken which although they will add to the 'work-load' of teachers may possibly be accepted by them without blood on the streets and playgrounds.

Although semantically a 'yes' is never 'yes' forever, or a 'no' a 'no' forever and everything about an event or a thing can never be completely told and that change is the only constant in life, we demand from our lives and circumstances specific looking answers and commonly agreed ways to measure our successes and failures. Our self measurements are not made in isolation but by comparing ourselves to others whom we pick out of the buzz of humanity, the nearer being the more important. As individuals we are 'nothing' unless compared to others. For doubtfull reasons many of our educator's have been anxious

to remove this needed human comparison activity from our school rooms and unfortunately have succeeded too often. It is interesting to analyze the differing responses of students, teachers and parents when asked this question:—Which of these methods do you prefer for reporting student progress? (Curricular Inquiry Committee 1971, Etobicoke). Five choices were given, students (Grade 8 to 13 inclusive) chose percentage marks (over 50% did). Parents also endorsed this method 27.2 for public school, 47.3 for secondary schools. Teachers at the rate of 42.3 in public school opted for a parent teacher interview. Only 7.6 teachers believed percentage marks were best in public school. In secondary school only 10.5% of teachers selected the interview, 36.4% selected the percent method and 24.9% wanted to use letters A to E. I agree with the students and parents. I also, believe that as 'real' life 'tests' us continually, tests and examinations should be increased in number. The specific percentage results made known as soon as possible and also the class standing on each subject made known and these compared to his previous test results and standings. It doesn't matter if some imperfections will flaw the accuracy of these percentages. The masses of tests I'm suggesting will have an antilibration effect.

One area where schooling and 'life' have little in common is the packaged problem and answer type of teaching and testing. Life doesn't give us neatly segmented problems matched with a selection of 4 possible answers, identifying the problem is often more difficult than its resolution.

Recommendation - That the number of tests and examinations be increased. That scores be measured by 1 to 10 in kindergarten and Grade One

and by specific percentages in all other grades. That lessons and tests should be designed (where suitable and possible) to place equal emphasis on discovering the problem as on answering formally pre-designed problems.

The only way to test a teacher's total ability as a teacher is to measure how well his or her students learn. The only way a principal can be measured is how well his school learns.

As it is now, a student teacher applying for a lifetime certificate is judged on a variety of personal activities and environmental conditions which have no bearing on how well the students learn, and after the teacher receives his certificate even these feeble measurements are abandoned.

The result of a teacher's teaching ability is clearly demonstrated by the results of students' accomplishments provided they are measured in specific and consistent terms. I of course speak of examinations.

Within the present school environment a teacher has no inducement to improve his teaching ability because that crucial factor, student learning level, is either invisible or unrecognized as an important measurement. What difference does it make to his fellow teachers or the principal or other teachers teaching similar classes if all his students pass? If 40% of his class receives honours. If his class is keenly interested and involved in many extra-curricular learning activities? Who cares? Is his pay increased? Is he identified as a local hero? Does he get a kiss from the principal? Nothing. But if he has good voice tone, good manners and has a neat looking classroom, maybe he will receive a medallion featuring a crossed broom and shovel.

The present system is concerned with the look of competence not the competence itself. The recommendations I will make will cause a

teacher's teaching performance to become visible and comparable and also to test the quality of extra-curricular learning the teacher has inspired.

Recommendations - Testing and examinations will take three forms:

- 1st. -- Regular testing of individuals and groups with marking done by the presiding teacher.
- 2nd. -- Testing of individuals and groups with tests of similar difficulty and degree as in Recommendation 1 but developed without the prior knowledge of the testing teacher and marked anonymously.
- 3rd. -- Bi-weekly tests on subjects outside the curriculum but relative to what a curious student in each grade level may have knowledge of.

The classroom and school results of all these tests should be published quarterly and distributed to the parents. These lists would include prior year achievements of the teachers involved and classes, and also show the best performing class and school in the province and the worst.

Those vast numbers of titled and non-productive people in the school system can be called on to handle these little additional jobs.

Topic 10.

RECOMMENDATIONS ASSURING THE AUTOMATIC REWARD FOR
SUPPLEMENTARY EDUCATION AND ASSURING THAT TEACHERS ARE
EQUALLY OF REPUTATION.

Recommendation - Eliminate the current salary increases that teachers receive after completing supplementary courses. Income increases should be given only for distinguished performances.

Recommendation - Eliminate free parking for teachers in primary and secondary schools, charge a rental fee to each user based on a 12 month use of the space.

Topic 11.

SURPLUS TEACHERS.

Enforcing the necessary classroom jarring ideas argued under other topics will leave many hundreds of teachers without a warm place to go. The following recommendation is designed to ease the potential hardship of job loss and to motivate teachers to enter non-tax supported employment.

RECOMMENDATION - That any teacher having 5 years service or more and being discharged as a result of work-load changes or learning efficiency measures will receive 85% of his or her pay.

but the dollar quantity would be a shifting amount related to the current wage rates paid to employed teachers. If the teacher is laid off only the husband would receive the 85% guaranteed income. If the unemployed teacher gets a job supported directly by tax dollars, the income ceases. If the unemployed teacher gets a job not directly supported by taxes, his life income rate (85%) is reduced to a factor of 50%.

P. O. Box 734,
19 Neebig Avenue,
MANITOUWADGE, Ontario,
March 31, 1972.

Mr. J. R. McCarthy,
Executive Director,
Committee on the Costs of Education,
Room S-944,
252 Bloor Street West,
TORONTO 181, Ontario.

Dear Mr. McCarthy:

The Government can indeed be commended on the establishing of a Committee on Costs of Education. It is my fervent prayer that your Committee will point a finger and cry, like the child in THE EMPEROR'S NEW CLOTHES - "Look mother, the Emperor has no clothes on."

For until some responsible body with political power points out the truth, more "Chiefs" will continue to be added, while the foundation of good teachers slowly erodes. The truth is that spiraling costs of education are due in part to excessive administrative costs - a price tag which should read "of no educational value". With the imposition of ceilings, it is teachers who are being displaced, thus undermining the quality of education at student level.

In my assessment of education there can be but one aim; the development of the individual student to the maximum of his or her potential i.e. mentally, culturally, socially, spiritually and physically. Our objective then must be to offer a full range of courses at different levels of difficulty. Because of sparcity of population due to our geographic location it is not economically feasible to do so. However, were it not for the haste of Government lumping communities together without thorough study, we here in Manitouwadge would still be able to pursue our aim as we had prior to the formation of The Lake Superior Board of Education. Let me elucidate.

HISTORY

In 1965 a Provincial Committee on the Aims and Objective of Education in the schools of Ontario was appointed. That seemed the beginning of the re-organization of school boards throughout the Province. When the Committee submitted its report (a book called Living and Learning - commonly known as the Hall-Dennis report) in 1968, there were 258 recommendations all designed to support the one fundamental recommendation of the Committee: "Establish as fundamental principals governing school education in Ontario.

- (a) The right of every individual to have equal access to the learning experience best suited to his needs,
- (b) the responsibility of every school authority to provide a child - centered learning continuum that invites learning by individual discovery and inquiry."

Evidently the then Minister of Education, Mr. Davis, decided Divisional Boards of Education could best carry out those two principles; for in his address to the Legislature when he proposed this he stated: "The major goals of the re-organization is to create educational jurisdictions capable of extending equal educational opportunity to the boys and girls of Ontario."

NOTE: I state emphatically - this is not so in our division. We were much better off as a small isolated community. Now we have to cut teachers to pay high administrative costs.

Thus in 1968 Interim School Organization Committees were formed. They were the temporary committees set up to undertake the preparatory tasks that would facilitate the transfer of responsibility from the component school boards in each county to the new District Boards of Education.

In December of 1968 the new boards came into being. Our divisional board consists of fourteen members. The board office is situated at the extreme from Manitowadge - 120 miles. Members from Manitowadge sitting on the board - four public - one separate.

NOTE: It is my personal opinion that we in Manitowadge or the public anywhere else for that matter, had very little choice of whether we wanted to be part of a larger divisional board or not. Former trustees felt that the change was affected without proper consultation with residents of the Province. Opposition parties criticized the re-organization primarily because it was announced without consultation with the people who operated the old structure.

At least one group in Manitowadge appealed to Government, that our geographical location would make it economically unfeasible to be included with communities at such distances. But it was to no avail.

As well in September 1969, Marathon made an appeal. A brief was presented to the new Divisional Board, that is, the Lake Superior Board of Education, by the executives of Local 548 and 219 of the I.B.P.S.M.W. Union and the Office and Professional Employees International Union respectively, with the request that the Board apply to the Minister of Education to revise the boundaries of the Lake Superior Regional Division to exclude the Improvement District of Marathon from the division. The Board refused the request. The Brief went to the Minister of Education. (Marathon is still within the division)

COST In 1969 there were no Government restrictions on spending. The Government paid a certain percentage of the operating costs by way of grants, local taxes paid the balance. In 1970 the Government informed all boards that the allowable expenditure would be \$500. per student elementary for ordinary costs, \$1000. per student secondary. The proposed budget was approximately \$60. per pupil over the ceiling on the elementary side and \$121. per pupil over the ceiling on the secondary side.

In the fall of 1970 an edict by the Minister of Education to cut 1970 overage by two thirds for seventy-one carried a threat of grants being withheld unless Boards complied.

COSTS - Cont'd.

The Lake Superior Board cut and cut some more. After the sixth expenditure budget draft, still over the ceilings, a unanimous decision was reached to seek further weighting factors from the Government. A brief was prepared (I'm enclosing one for your perusal) and subsequently presented to the Minister of Education. I want you to look closely at that presentation. You will note many economics were made at the students expense - pages four and five - library technicians, instructional supplies, equipment, driver education and so forth. What economics were made at the Board Office level? There were no cuts made. We still have a staff of seven, plus Director and Part-time Elementary Supervisor. Because we were forced into a Regional Board and subsequently to have a Board Office, then it must be staffed. But let us take a look at the cost of such an office.

The Administrative Office for the Lake Superior Board of Education has a staff of seven. Accountant, Account's Assistant, Paymaster, Secretary to the Director, Receptionist - Switchboard Operator and Accounts Payable Clerk. The combined salaries of these persons for 1971 was approximately \$61,667.00. Add to that figure the Director's salary in 1971 of \$27,500.00 (increased in February 1972 to \$29,000.00) Part time Supervising Principal's salary of \$2,000.00 September to December. This comprises a total of roughly \$90,000.00 for Board Office personnel.

According to the Interim Organization Committee report the total cost of administration for the district before reorganization was \$48,000.00. I have been trying to find out just what was included in that \$48,000.00 and evidently it does not just cover salaries.

In the comparative statement of estimate vs actual expenditure estimated November 10 by the Lake Superior Board Office shows expenditure for 1971 for -

Business Administration	-	\$152,322.00
Instructional Administration	-	58,750.00
School Office Administration	-	<u>76,395.00</u>
		<u>\$387,467.00</u>

With 2385 children in the district, the administration costs per pupil suggested is \$163.00.

In Manitowadge with 642 students, our portion of total administrative costs would be \$104,646.00. In 1968 our total administrative costs according to a statement which I believe to be the audited statement shows \$39,000.00.

This total however, (upon doing some digging at the town office) compares to the items contained in Business Administration \$152,322.00 and School Office Administration \$76,395.00 (as before reorganization we had no Instructional Administration) the total which is \$228,717.00 or \$96.00 per student. For Manitowadge then \$61,632.00 an increase of approximately \$20,000.00 (the cost of two well qualified teachers or ----); include instructional Administration and the difference is \$104,646.00 - \$39,000.00 or \$65,000.00.

EDUCATIONAL VALUE

According to legislation a jurisdiction must have two thousand students or over before a Director can be employed. In the Lake Superior School Board District with only 2385 pupils, not only was a Director hired but also an Elementary Supervising Principal, the latter at a salary of \$19,000.00 plus \$3,500.00 for traveling expenses.

When budget cuts had to be made because of ceilings, I insisted that the position of Elementary Supervising Principal be carefully scrutinized for educational value. This role as ascertained by the Director of Education is: one of consultant, evaluator-assessor and or inspector. He should therefore oversee and co-ordinate the academic program of the schools, discuss curriculum for all subject areas with the Principals, plan certain aspects of in service training with individual Principals; work out elementary - secondary co-ordination and visit the classroom for the purpose of guidance for teachers who request or require it. Because of distance involved, it is not practical, nor feasible, nor physically possible for one man to do the job and do it properly; therefore our Principals are doing the majority of those duties themselves. They did them before this Regional Board came into existence and did a good job too. The same analogy applies to the position of Director of Education. At the most, he gets into Manitowadge schools once a month. The distance is too great.

NOTE: Please explain how a man can be a Principal and a part time Supervisor and do a good job.

Many isolated communities in Northern Ontario formed Board of Education comprising only one community or two very close ones. These Boards do not have Directors. They use as Education resource people, Area Superintendents situated in the regional office in Thunder Bay.

NOTE: Your Committee should scrutinize regional office staff - I'm confident you would find an excess.

Gentlemen, in summing up: Administrative Costs are phenomenal, duplication of services is a certainty; educational benefits in our case are nil. As well, local autonomy is non-existent.

Your attention to and your comments on points made in this brief will be most sincerely appreciated.

Yours truly,



(Mrs.) Gladys Fairservice.

THE LAKE SUPERIOR BOARD OF EDUCATION

1971

Report

MINISTER'S CHALLENGE OF ORDINARY EXPENDITURES

It relates to

The Lake Superior Board of Education

RESOLUTION No. 53/71 - dated April 14, 1971.

RESOLVED THAT: the Director of The Lake Superior Board of Education draft a brief outlining the problems this Board is experiencing in trying to meet the Minister's Challenge for Ordinary Expenditures. The brief will contain areas where cuts have been made and (unless the Minister considers a weighting factor) cuts that will have to be made which will be educationally detrimental. This brief will be forwarded immediately to the Secretary-Treasurer of the Northern Ontario Public and Secondary School Trustees' Association. It is further recommended that the names of the Director of The Lake Superior School Board and at least one other Trustee be submitted to the Association to make representation to the Minister of Education.

Carried.

	<u>Number of Teachers</u>	<u>Enrollment 30/3/71</u>
Alameda Public School, Wapikwan	14.5	322
St. Lawrence Public School, Manitowishong	14.7	410

Financial Statement 1970-71

TABLE: (continued)

Public Schools	Enrollment 30/9/70
Schreiber Public School, Schreiber	212
Stevens Avenue Public School, Schreiber	248
Marquette Bay Public School, Schreiber	204
Secondary Schools	Enrollment 30/9/70
Manitoumidge High School	278
Marathon High School	771
Schreiber High School	233
Terrace Bay High School	265
Schools For Trainable Retarded	Enrollment 30/9/70
The Carolina McMorrell School For Trainable Retarded, Schreiber	8

Director of Education	Elementary Pupils 1400
Superintendent of Elementary Schools	Elementary Teachers 65
Consultant in Special Services	Secondary Pupils 977
	Secondary Teachers 77
	Secondary Staff 10

Summary

	Elementary	Secondary
1970 Estimated	\$1,844,736	\$1,616,944
1971 Actual	\$1,876,001	\$1,624,414

TABLE (continued)

REVENUE TARGET

	<u>Elementary</u>	<u>Secondary</u>
1971 Estimated	\$1,189,902	\$1,740,586
1971 C. A. Allowance	Allocated	Allocated
1971 Cost/Pupil	\$ 599.14	\$1,140.88
1971 Permissible Cost/Pupil	\$ 866.60	\$1,141.84
1971 Cost/Pupil (Estimated)	\$ 598.14	\$ 70.27
Amount Over Allowable Ceiling (Estimated)	\$1,521.00	\$1,181.00

EXPERIMENTAL BUDGET RESTRICTIONS 1971

	<u>Elementary</u>	<u>Secondary</u>
1. Total Draft Total	\$1,237,000	\$1,887,686
Revolvement Draft Total	\$1,189,902	\$1,740,586
Amount Over	\$ 47,098	\$ 147,100

2. Areas Where Economies May Be

(a) Secondary

- (i) All Library Technicians' services transferred, end of June, 1971.
- (ii) Moving allowance for new staff (furniture and household effects) \$500. plus one-half of amount over \$500., reduced to maximum of \$750.
- (iii) Integration of two high schools (9 miles apart) under one Principal, reducing number of Principals from 4 to 3.

FACTS: (continued)

EXPENDITURE BUDGET RESTRICTIONS 1971

2. Annual Budget

(a) Instructional

(i) Instructional Program of 415 ...
or approximately 450

(v) Commitment to Principals' requests for:

	<u>Amount</u>	<u>Percentage of Total</u>
(a) Instructional Supplies	\$12,000	14%
(b) Office Expenses	\$ 3,500	4%
(c) Educational Services	\$ 7,000	8%
(d) Capital Out of Current	\$11,000	13%

(vi) Reduction of Inmate Wages by 12%.

(vii) Dismissal of one school secretary out of seven.

(viii) Moving valuable material from unused quarters into ...
high school at a saving of \$1,500 per year.

(ix) Reduction in amount allocated for Professional Development by 10%.

(x) Reduction of teaching staff by one.

(xi) Adult Education Program to be self supporting. ...
registration fees by 20%.

(xii) ...

(xiii) ...

Handwritten note:
...
...
...

1. (continued)

2. Area where Education is

(b) Education

(iii) Administrative Organization

(1) How to have a desirable Principal - same rank rate as Superintendent

(2) How to have a desirable Principal - same rank rate as Superintendent

(He should never have been hired in the first place. B.C.F.)

3. How to have a desirable Principal

(a) Limitation of position of Vice Principal in the case of four schools

is contemplated (cutting at student level while maintaining large bureaucratic office) B.C.F.

(b) Through negotiations with the teachers a reduction in salary related

allowance will be made (of approximately 50%).

FOR STUDIES AND RESEARCH IN THE AREA OF EDUCATION

Because of the nature of this work we can provide certain services or programs which are provided by many other schools.

1. Psychological services.

2. Library services (active) in three of the five elementary schools.

3. General response center or response in three of the five elementary schools.

4. Summer school in subjects on the course of study - the year of school school is approximately 100 miles from the division.

5. Collegiate or high services for the school including a library by bus. There are 100 miles and the bus runs from the school.

6. Special programs in instruction in the school for the pupils.

[illegible]

4. Further Developments: 5. 1950-1955

WHAT FURTHER CHANGES ARE POSSIBLE? (continued)

1. Changes in Elementary Programs

Eliminate Music, Oral French and Kindergarten Programs.

PROBABLE CRISIS OF DIFFERENCES IN NEARBY COUNTRIES:

1. Small number of students, but a large number of communities. Each community has had its own established secondary and elementary schools. As a result there are slightly under 100 high schools. Cost per pupil for ordinary expenditures proportion. For example the salaries and fringe benefits amount to just under \$50,000 per year or \$40 per pupil. In our small secondary schools it is very difficult to approach the Ontario pupil/teacher ratio. So we would necessitate further cutting, perhaps 15 to 20% of the staff. This would certainly negate the proposition of equality of education. This factor alone makes the ceiling unrealistic.

2. The Introduction of a Special Education Program

The most obvious need in the elementary school system was a program in special education. This was instituted in September, 1960, with the appointment of Mrs. M. Averill as our only local specialist. This program has been perhaps the most successful initiated. Rather than add, it would reduce our regular teacher staff in the elementary schools.

INTERIM PLAN FOR DISTRICT 11 (1971-1972) (continued)

3. Administrative Changes

- long distance transport
- salaries (to be determined by the Board)
- instructional materials (to be determined by the Board)
- transportation (to be determined by the Board)
- facilities (to be determined by the Board)
- central administration
- supplemental services

Comments:

1. By several paragraphs of the Interim Plan, the Task of expanding the existing school system is stated. It is the intention of the advisory panel that the Board will not exceed the Minister's Ceiling in 1971, nor in 1972.
2. In view of the fact that the existing school system is in a state of transition, it is recommended that the Board will be in a position to meet the Minister's Ceiling in 1971 and 1972, and that the Board will be in a position to meet the Minister's Ceiling in 1973.
3. The situation as far as The Lake Superior Board of Education is concerned is different from the situation in the other two boards. The Board is not concerned in the same way as the other two boards with a large area of 100 miles with a total enrolment of under 1000 students.
4. Elementary schools will be maintained until all secondary schools are closed and a school of arts and sciences is established.

RECOMMENDATIONS:

1. That the Minister give some consideration to the easing of restrictions on ordinary expenditures per pupil for Northern boards, particularly for Boards operating in circumstances similar to the Board of Education.
2. That a representative of Northern and Northern (from Northern Ontario boards) make a personal audience with the Minister of Education to present and support a brief prepared by the Northern Ontario Public and Secondary School Trustees' Association.
3. That The Lake Superior Board of Education be represented at the meeting referred to as recommended in item 2 by the Chairman of the Board, Mr. E. E. Macdonald, and the Minister of Education, Mr. J. H. Macdonald.
4. That a meeting be arranged soon between the Minister and the representative of the Board of Education to discuss our particular problem.

(typed from handwritten original)

Lakefield, Ontario,
R.R.#4, K0L 2DH,
September 26, 1972.

Dr. J. R. McCarthy,
Executive Director,
Committee on the Costs of Education,
Room S-944, 242 Bloor St. W.,
Toronto 181, Ontario.

Dear Dr. McCarthy;

The County School Boards will have existed for five years in 1973 and the Ministry of Education has, in that time, given us two vitally important and impressive gifts - one HSl and the other ceilings. Each of these have, of course, great advantages and disadvantages.

I will deal with ceilings first. We need them as they are vital to maintain any semblance of balance in the economy and the public needs to know the Government cares about the spiralling education costs. Teachers salaries are something else again. Whether they should be included under ceilings is doubtful. Regardless of ceilings teachers will grab as much of the local boards money as they can, regardless of what may happen to a budget.

HSl is obviously the one major contributor to costs at the classroom level, however I feel strongly it was put in before the school system was fully prepared and because of this, in the next four years we will have the highest rate of students returning to school to (1) pick up credits not achieved by grade XII necessary for post-secondary education (2) upgrade marks in key courses required for further education or jobs.

Guidance is the one thing overlooked before HSl was instituted! Guidance for years consisted of mainly "social" guidance with a small amount of time needed for educational guidance. To-day our guidance departments are so swamped with educational guidance help required by students that as a result all areas suffer. HSl apparently with all its ramifications, must be lived with for now. However, I feel strongly that in order for our schools to give meaningful educational courses to our students

and to offer courses that will be used as prerequisites for entrance into further educational institutions, we must have the guidance departments aware of the vast array of prerequisites necessary for various post-secondary courses, apprenticeships and job opportunities. I have several suggestions as to how this could be done; some are as follows:

1. The Ministry must do research and collect card and index all information currently available on prerequisites required for entrance into a) Universities b) Community Colleges c) apprentice courses d) nursing schools e) current job openings. This material must be prepared in a way that could easily be updated as new information becomes available.
2. All teachers from grades 6 to 13 should attend workshops dealing with HSL and its implications. These workshops should be financed by the government. The cost should not come under ceilings.
3. There should be a system whereby all secondary teachers undertake educational guidance with a set number of students (example 10 students per teacher) to be begun at grade 9 level and followed throughout succeeding school years.
4. There should be a complete review of subjects offered in each secondary school. Any subjects beneficial only to occupation students should not be available to 4th or 5th level students. Any subject not required as a pre-requisite to post-secondary education should be deleted from the school curriculum. i.e. those subjects often referred to as "mickey mouse courses"
5. Guidance departments should return to social guidance with para-professionals in each school to update educa-

tional guidance information, inform classroom teachers of changes and assist students with information regarding courses and changes in job opportunities.

6. There must be re-established five (5) coure (sic) courses in Grades 9 and 10 consistent throughout the Province. i.e. mathematics, english, history or geography, language and science.

I fully appreciate that a good deal of research, time and money have gone into the establishment of HSl. However, I cannot help but feel that enough consideration of the child was not given. I am a parent of six healthy children, three in secondary school and three in elementary - grades four to eleven. They may be better informed than our generation due to television, audio-visual aids, etc., however, physiologically they are the same. They still go through that unsettling period of puberty, are still, more than ever before, vitally influenced by peer groups and most of them still don't have any idea until grade 12 where they are going or what they wish to do after graduation or they reverse their decision at the grade 12 or 13 level. There are a vast number of parents, concerned parents, who do not understand HSl and are unable to be of any assistance in helping their child choose proper or necessary courses. This is why we, as adults must give better guidance and more positive leadership.

I sincerely hope some changes will be made in our present system so that HSl will be altered to work for the benefit of all of our students.

Yours sincerely,

(signed Denise E. Edwards)

(Mrs. Robert O. Edwards)
Trustee, Peterborough
County Board of Education.

P. O. Box 133,
St. Catharines, Ontario,
October 14, 1972.

Dr. J. R. McCarthy,
Executive Director,
Committee on the Costs of Education,
Room S-944,
252 Bloor Street West,
TORONTO 181, Ontario.

Dear Sir:

Re: Submission on Costs of
Education.

As a concerned taxpayer I have attempted to encourage the Council of the Regional Municipality of Niagara and the Council of the Corporation of the City of St. Catharines to make submissions to your Committee on behalf of all citizens in these jurisdictions. I am not certain if they intend to proceed because they feel they have no right to interfere in the jurisdiction of an elected body such as the County Boards of Education in Ontario. I feel this is an unfortunate attitude.

I would like to make a point or two myself on such costs.

1. Curriculum should be standardized throughout Ontario for each grade in order to cut costs of text books and to allow for mobility of student.

2. Text books should be written & edited by Ontario Department of Education in order to eliminate racial bias and to obtain uniformity of teaching aid and obtain maximum volume discount on printing & publishing.

3. Education costs should be shifted from property to income tax levy in order to spread the cost evenly and appropriately to business income & personal income and thus reduce the burden on elderly citizens resident in their own homes & on fixed incomes.

4. All Elementary & Secondary School Teacher Negotiations, Administrative Staff & Caretaking Staff Negotiations should be on a Provincial Basis in order to reach standard contract language with wages geared to regional economic conditions. This would prevent whip sawing one Board System against another. Such negotiations should also include the Separate School Boards up to & including the Grade 10 level.

5. Pupil Teacher ratios should be set by Department of Education to insure that there must be sufficient student demand per subject offered before a class can be formed. A return to the old balanced curriculum that prevailed in the 1930-40 period offered the best balance of education and set the best standards for University Admission. We simply can not afford the luxury of small class instruction at today's Teacher salary levels. This problem is largely found only in the Secondary School Systems.

I trust the above points merit serious consideration. Can you tell me the location & time of hearing in our St. Catharines area and what groups have so far signified intention to appear before your Committee. Thank you.

Cordially yours,
John A. Hill

William L. B. M.
R.R.# 2 YANKEE, Ont.
(nr. Kingston)

Dr. J. R. McCarthy,
Executive Director,
Committee on the Cost of Education,
Room 5-944,
252 Bloor St. West,
Toronto, 181, Ont.

Oct. 7, 1972.

Dear Sir:

In response to the communication received through the Association of Professional Engineers in Ontario, Kingston Chapter, I am submitting the following comments on the cost of education in the Elementary and Secondary Schools of Ontario.

The cost of education can be reduced, without affecting the quality, if the Ministry of Education, through a suitably devised system of grants and increased guidance and supervision would apply pressure on the local Boards of Education to modify their policies in the following ways:

- 1) Eliminate competition between Boards and increase their co-operation (e.g. in such areas as employee salary levels, impressive school buildings, etc.)
- 2) Increase flexibility of salaries of educational staff:
 - (a) Fluctuations according to the law of supply and demand should apply not only in times of teacher shortage when salaries are rising, but should allow for levelling down in times of abundance, to keep salaries in education commensurate with those in other professions,
 - (b) Salary levels should depend less on years of service and more upon merit.
- 3) If one accepts that efficiency is the ratio of quality to cost, then to improve efficiency, the quality of education should be improved by the application of greater efforts towards the re-educating of teaching staffs so that their techniques are more consistent with current educational philosophy as defined by the Ontario Ministry of Education.

1) Competition between County Boards

It is a fallacy to assume that competition between boards is as beneficial as it is in industrial organizations. Competition between independent industrial organizations producing similar products which can be chosen freely by the customers is no doubt the best way to improve the quality of a product and reduce its cost. However, in education, in the Elementary and Secondary Schools of Ontario this paradigm does not apply for the following reasons:

Customers, students and parents- cannot exercise their preferences by attending schools of their choice from

*cc'd in Registered
file OCT. 11/72*

among those organized by different Boards, as is the case with customers selecting from different industrial products. Only to a very limited extent, when parents choose either a separate or public school, do the school customers have any option. (Granted options do exist at the tertiary level of education.)

The quality of education is very difficult, if not impossible to measure. The once common, external examination has been dropped in Ontario. The real quality of an education, as shown by the rate of the students' mental development, cannot be measured - yet-over a year in a single classroom. It depends, probably too much, on the average cultural level of the parents in a given area.

Therefore, the salient features of industrial competition which usually lead to improved quality and reduced costs are missing in the school system. The Ontario Elementary and Secondary School establishments could be compared rather to a single factory in which competition between various departments is rather destructive. The departments in a factory have to co-operate to achieve their common goal - the best product at the lowest cost.

Similarly, the local Boards of Education in Ontario, should co-operate to improve the quality of education in the province, and reduction of expenditure, under the leadership of a central authority, the Ontario Ministry of Education.

A few years ago, when the county boards were formed, and various semi-administrative posts were to be filled (e.g. school superintendents) their salary level was not defined by the normal industrial principle- that of attempting to engage a suitably qualified employee at the minimum salary he would accept (when the salary level has not yet been defined for that position) and subsequently raising his salary when worth and ability have been proven. In many instances, new salary levels showed unnecessarily large increases as compared with those enjoyed by the same administrators in their previous positions. The salary levels offered by the county boards for administrators, were higher than those offered in other professions for a similar level of education, intellectual effort and responsibility. (I am a professional engineer, was employed at an executive level, and am, since retirement, a part-time university teacher.) At the time, trustees explained that other 'richer' boards had already offered such large salaries and that the 'smaller' boards did not want to be left with only the worst employees. The boards were thus competing with each other.

Similar, inter-board competition applied when boards were negotiating with representatives of the teachers' organizations.

2) Flexibility of Salaries

During the last fifteen years, the earnings of teachers in Ontario have increased, relative to earnings in other professions, from a level that was comparatively, too low, to a level that is, comparatively, too high. E.g., a professional engineer has to prove, over several years that he is outstanding in his profession, in order to earn the same as an average teacher without out-standing effort or proven ability, only long enough service and perhaps a few summer courses attended.

These high earnings of teachers, could be, and were, justified by the law of supply and demand, and there was, at the time, a shortage of teachers.

At present, however, applying the same principle, teaching salaries should be readjusted downward to a level giving parity to other professions requiring the same level of education and responsibility. To avoid hardship, this levelling could be achieved by the cessation of the automatic and negotiated raises of teachers, for all teachers, leaving only an annual rise for the first few years of teaching experience (on the assumption that there is some increase of average teacher ability in the first few years of experience). All other raises should be based solely on merit.

To avoid bad feelings within the teaching profession, suitable differences between the earnings of academic and non-academic staff (such as janitors) would , however, have to be maintained.

3) Efficiency of the Process of Education

When considering ways and means of appreciably decreasing the cost of education without reducing quality, one should examine whether the money spent is being spent efficiently. Are the majority of teachers engaged in ' quality teaching' as defined by the Ministry of Education?

To ensure this, the educational philosophies of teacher training institutions must be consistent with those of the Ministry. Student teachers should experience those philosophies which the Ministry wishes them to implement in the classroom. Although this may necessitate some slight increase in the cost of teacher education when lecturing is replaced by small group workshops and other processes immersing student teachers in the philosophies they should implement, it will be money efficiently spent.

Yours truly,



W. Michalski,
Dipl. Eng. (Warsaw)
M.I. Mech. E. (U.K.)
P. Eng. (Ont.)
M.E.I.C. (Canada)

ST. CATHARINES ONT.

5 ROYAL OAK DR.

OCTOBER 19 1972

Dr. J.R. McCarthy Executive DB.
Committee on Cost of Education
Room S_944

252 Bloor St, West
Toronto M8I

Ontario

RE* Submission on cost of Education

Dear Sir.

Please allow me to express my opinion on a few items relating to cost of Education.

- ① Centralization of purchasing on provincial basis and distribution would save a considerable amount of money as you would be in a better bargaining position.
- ② Due to the mobility of our society standardization of curriculum would be of benefit to schools and student thus being able to use same books instead of changing from one school to another.
- ③ Taxes should be shifted to Income rather than property.
- ④ Keep County Boards within guidelines without continual increase in per pupil. It seems the more you increase the grant the more the boards spend, however it still comes out of the taxpayer.

These few items I think are of value as I had one experience. Our son was transferred to another because we moved, in the school he is at present he was lost in mathematics as the work they were doing here he was not able to do because they did not do at the other school although the school he left was to have been good, for a few weeks he was confused because of this. However with our help and some of his friends he is now doing better.

All this could have been avoided had the method of education been the same.

Yours Truly

Mrs. Lenora Ruscio
5 Royal Oak Drive
St. Catharines

93-43599

Rec'd. Oct. 23/72.

BRIEF TO
THE COMMITTEE ON THE COSTS OF EDUCATION

SUBMITTED AND PRESENTED BY F. A. LEITCH
SUPERINTENDENT OF EDUCATION (ELEMENTARY)
THE ESSEX COUNTY BOARD OF EDUCATION

In the opinion of the writer, one of the major tasks of the Committee on the Costs of Education is to examine the total spending of the Ministry of Education; to look critically at the ceilings imposed at each level and to determine if, in relation to each other, these ceilings are realistic.

When ceilings were established, they were based on the current costs of operating the various types of schools. No consideration was given to the fact that the schools in the three highest levels - Universities, Colleges of Applied Arts and Sciences and Secondary Schools - were extremely well-equipped; no weight was given to the fact that most elementary schools were ill-equipped and were impoverished in many ways.

Under limitations, they have to attempt to catch up at a time when the level of teacher qualifications and the costs of operating are increasing at a rapid rate.

A very serious examination should be made of the need of a high school to spend almost twice as much per student as an elementary school.

Secondary schools have worked with a much lower pupil-teacher ratio than elementary schools. The ratio imposed by ceilings on

elementary schools makes it difficult to provide Guidance, Music, Industrial Arts, Home Economics, Oral French and other desirable programmes.

One method of looking at spending is to examine the number of support personnel in relation to the actual teaching force. I request that the Committee examine this relationship in typical elementary and secondary schools and in community college and university situations. I am positive that such an investigation will show that the elementary schools are in a seriously disadvantaged position, in spite of the fact that most elementary school teachers are scheduled for the complete school day as well as for a substantial part of the pre-school, recess, noon hour and post-school periods.

Most County Boards have salary schedules in which the grid for payment of salaries is common to elementary and secondary schools. Here the similarity of scheduling ends. A superstructure in the secondary schools provides for a supervisory and administrative arrangement where:

- (1) A principal's salary exceeds that of his elementary school counterpart by several thousand dollars. On occasion, principals of large elementary schools earn considerably less than principals of much smaller secondary schools.
- (2) One or two vice-principals whose salary maximums often exceed those of public school principals and who have a very small or non-existent teaching load to provide supervisory time.

- (3) A large number of department heads who are paid for the office in addition to having reduced teaching schedules to provide time for supervisory functions.
- (4) A guidance department that is equipped to handle many of the pupil attendance and behaviour irregularities.

The costs of providing this administrative and supervisory organization involve expenditures that may exceed \$100,000.00 per year.

Spending in the public school system for administration and supervision by comparison is meager. Two questions arise:

- (1) Are the elementary schools deprived?
- (2) Are the secondary schools over-indulged?

There are many studies that indicate that the critical years in a child's education occur during the early elementary school years. Benjamin Bloom* assembled a great deal of this evidence. The following are among the conclusions made by Benjamin Bloom in his "Stability and Change in Human Characteristics".

- (1) In terms of intelligence measured at age 17:

From birth to age 4 the individual develops 50% of his mature intelligence.

*Bloom, Benjamin S. Stability and Change in Human Characteristics: Wiley Publishing Company, New York.

From ages 4 to 8 he develops another 30%.

From ages 8 to 17, the remaining 20%.

(2) We would expect the variations in the environment to have relatively little effect on the I.Q. after age 8 but, we would expect such variation to have marked effect on the I.Q. before that age.

(3) In relation to achievement using age 18 as a criterion:

Half the development occurs by age 8.

Two-thirds by age 12.

Three-quarters by age 13.

Since studies suggest that 17% of growth and achievement takes place between the ages of 4 to 6, it can be hypothesized that nursery school and kindergarten will have far-reaching consequences on the child's general learning pattern. Also, the approximate 17% of growth that takes place between ages 6 to 9 suggests that the first period of elementary school, kindergarten to grade 3, is probably the most crucial period available to the schools for the development of general learning patterns. We are inclined to believe that this is the most important growing period for academic achievement and that all subsequent learning in the school is affected and, in large part, determined by what the child has learned by the age of nine or by the end of grade 3.

- (4) The implications for a more powerful and effective school environment in the primary school grades are obvious. On the other hand, this research raises serious questions about the value of educational remedial measures at later stages.

In view of this evidence, how is it possible for the Ministry of Education to continue to support a policy that puts heavy financial priorities on secondary and tertiary levels of education.

BRIEF

Presented to The Committee on Costs of Education

by

Mr. and Mrs. Laverne Cobban, Mt. Brydges, Ont.

October 30, 1972

Sirs:

The purpose of this brief is to point out our views on the lack of Special Education Services for the children of Middlesex County Public Schools in the age group of 7-10 years.

Premier Davis has repeatedly said "Equal education for all children" - Middlesex County Board of Education's Aim is "The development of each boy and girl to his or her fullest potential in terms of intellectual, social, moral and physical growth regardless of mental and physical capabilities" (see attached Opening of Board Office, Oct. 20, 1972). Yet we find special education classes in the city of London with 6-8 children and two qualified teachers and top spending priority for children with learning disabilities (see attached London Free Press, October 20, 1972). In Middlesex County Public Schools we find Opportunity Classes with 10-15 children ages 6-11 years and only one teacher. Do these children in Middlesex County receive perhaps 5 or 10 minutes of individual attention daily? Is this equal education?

We feel that these 7-10 year old children, said to be educatable retarded are being dumped into opportunity classes with undiagnosed problems (see attached London Free Press 1972), when the administration does not know if they are retarded or slow learners. There is to our knowledge no way of knowing this until the age of 9 or 10 years. Administrations with small special classes are receiving tremendous results from their instruction. We feel that money is being wasted in other areas in Middlesex County (e.g. transportation) and that cost is determined by the value received for dollar spent. Is it not cheaper to educate a child at increased cost than to keep him or her in a penial institution or on welfare at a later date in his other life?

We know because we have a boy age 7 and have been forced to transfer him to the Separate School System in order to get a

co-operative attitude. We are forced to pay tuition as we are not in a position to transfer our taxes.

Prior to transferring our boy we spent many days meeting with Middlesex County Board of Education Administration and finally were given three alternatives with no reasons other than we recommend placement in an opportunity class.

1. Continued attendance in a regular class with an attempt to provide individualized programing; (which Mr. Gummow, Director, at an interview said would be a very feeble attempt and if he became any problem he would be excluded from school).

2. Placement in Children's Psychiatric Research Institute special class (which we understand is mainly for emotional and behavioral problems, which we feel we do not have and do not want).

3. Placement in the Opportunity Class (15 children ages 6-11 or 12 all with massive emotional, behavioral or learning problems and one teacher)

- so we really had no alternatives, but opportunity class except on paper.

At our own expense we hired a very well qualified psychologist who gave us a report saying she did not feel these alternatives fit his needs well. She suggested:

1. Placement in a tiny class of no more than 5 or 6 children
2. A skilled experienced "inventive" teacher
3. An "open mind" approach to teaching and future planning

It took over 5 weeks before Middlesex County Administration could read the assessment and when we asked about the Perceptual Classes in the City of London our answer was "no way would they consider these" even though they were centrally located in Middlesex County.

We know of many other parents with the same problem but cannot use their names because they are in the system and knuckle cracking could be a big problem with the children if their names became public.

So, Cost of Education, are you talking Cost in Human Suffering, Cost as related to value received or Just cost in dollars and cents

Respectively Submitted,
(signed Mr. & Mrs. Laverne Cobban)

INDIVIDUAL

Submission to the Committee on the Cost of Education

by Bert Donnelly

40 QUINPOOL CRES.
OTTAWA, K2H6J1

October 24, 1972.

Mr. Chairman:

As a parent, taxpayer and teacher, my interest in the work of your committee has been generated, particularly when one views the impact that changes in methods of financing can have on educational systems.

As a parent I am concerned that my children receive the best that an educational system has to offer, none the less I sometimes think that some programs are redundant in a modern urban society. It is likely that there are more efficient ways of utilizing money when one considers the resources available outside the school and when one realizes the advancements made by technology in the last few decades.

As a taxpayer, I expect to see the maximum output for each dollar spent and it concerns me greatly as a teacher that machines that have proven to be more efficient in the transmission of facts have made as little an impact on our schools as they have.

It is, therefore with these concerns that I direct your attention to some areas that would appear to be of significance in a consideration of the costs of education.

The first of these deals with a consideration of those programs that should be funded by the province. During the past twenty years many new programs have crept into school systems that were not previously required. Many of these continue to be needed, however with the rapid rise of alternative systems of education, that is night classes etc., there may no longer be a need of them in the schools. I think here particularly of large urban areas where programs in industrial arts, music programs, physical education and French are to be found either redundant or at least duplicated. If many of these programs were to be turned over to the community to operate on an adhoc basis they would function more responsively to need.

Schools as an institutional system conceived originally by men like Ryerson were designed to teach a value system and the three r's to people who for a part of the year remained largely isolated.

Today with much of our value system transmitted instantly via the media, schools should return to a stress on teaching children how read, write, and solve computational problems.

A second area of concern is the apportioning of provincial funds on an equalization basis. It may be that education in the 80's will be one of the most important instruments of social planning; a concept suggesting that many community agencies are tied into a total system. If regional development is to continue it is paramount that more money be spent in some regions where economic development is in greater need of human resources, and this is not just regional. Disparity between rural and urban areas has vastly improved but there is continuing need to explore new ways of meeting the needs of certain groups, that is special education.

This raises the issue of whether one levels up or levels down. With approximately 9% of Ontario's G.N.P. spent on education it would appear that leveling down is the only alternative. This will mean a drastic reduction in provincial funding for a city like Ottawa. Therefore it should be possible to directly transfer some services to other agencies. If the provincial health units take over school nursing services and use school facilities, then there should be a less drastic drop in services. Urban areas can likely operate physical education programs through Department of Recreations and again make gymnasias a function of the community.

Considerable money is being spent in new library resource centres. Could these facilities not be better coordinated through the present library system. Testing services likewise might be coordinated and designed through Universities. Thus present systems would be utilized that already have the resources, personnel and skills to do the job.

I firmly believe that the province should aim at greater financial equalization. Further that costs be borne in a progressive rather than a regressive manner.

The third major area of concern is the control of the educational system. There should be a system that lies somewhere between complete provincial control and a community voting on a school budget. Decisions regarding relative weights attached to budget for various agencies and parts of the educational system should be the realm of the province. There should be a considerable input by the various sub-cultures and interest groups of a community and systems should be developed whereby this is possible. The Colleges of Applied Arts and Technology have had considerable success in this respect. This should also mean that there would be no need for any separate school system. For example it is a valid argument that Dutch schools in Canada, primarily designed to teach Dutch values and language to facilitate communication between the young who easily take on Canadian values and language and the older who were unlikely to do so were needed, as a temporary system to bridge a generation gap. However some of these schools are still in existence today. One reason being because they have not been able to operate within the provincial system without loss of local control.

A last area is the utilization of technology. Computer assisted instruction and programmed learning should be initiated provincially to support teachers in the teaching of mathematics and language, avoiding the mistake of the late 50's where the federal government helped to fund the building of technical schools if local boards could provide a share thus enabling the wealthy provinces to build many schools and the less wealthy provinces to build few schools.

In conclusion I would be remiss if I did not suggest that inherent in these areas of concern lie the premises that attendance not be compulsory; that teachers be responsible for the learning program of a child; that there be an emphasis on cognitive competence in the schools; that the community at large be responsible for the affective and psycho motor domains of learning.

October 24, 1972

Mr. Chairman and Gentlemen;

I would like to submit some borrowed thoughts and some of my own for your consideration and evaluation.

Further economies and increased efficiencies in the school system will be very difficult to achieve and probably quite minimal. Nonetheless, all avenues of savings should be considered in the future.

Many school boards are having trouble operating under the ceilings as laid down by the provincial departments.

I think I'm safe in stating that the cost of education will continue to increase, causing increased hardship on all low and fixed income people.

It seems to me that those who have received the greatest benefits from our education system should be prepared to shoulder a greater share of the tax burden for education. It has been estimated that if the cost of education was taken from municipal taxbills and added to our present corporation and income taxes, it would cause an increase of approximately 3% in income and corporation taxes.

A large portion of the cost of education is levied indiscriminately on property owners, many of them senior citizens living on fixed incomes or farmers with low incomes - people that

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have had little benefit. There can be great practical results.

I don't expect that in all instances the people of Ontario that are interested in education will feel that they are not getting the best of the system.

Yours truly,

Walter W. Haley
MILLER

WV:jl

AN Expression of Concern to the Committee on the Costs of Education in Ontario

Parents are looking for and expecting school personnel to be first of all approachable, warm, understanding, accepting, and only after the above relationships and atmosphere have been established do they expect expert information.

We are in the age of unbelievably rapid change and due to the extreme complexity of our modern society many people, both children and adults, cannot cope with or solve their own problems. This is reflected in numerous ways by children's inappropriate behaviour patterns and their inability to learn in school. As a logical result of the above, parents are asking and soon will be demanding that the educational system get involved and immersed in their family life.

Today the only people, generally speaking, Guidance and Counselling Personnel, who are trained, experienced and sufficiently empathetic to meet with parents on this level are too few in number to handle this rapidly increasing cry for help. On the other hand, in more cases than not, school staff through lack of awareness, training, sensitivity and special knowledge tend to aggravate the problems to a significant degree.

Parents are not so much impressed with new equipment or technical improvements in our system. Whatever material of this sort does impress them is short-lived. The impression that does last with them regards the way in which they and their children are TREATED personally by the personnel in our system. If we regard them primarily, with the attitude that it is a legal necessity for their children to be educated and thereby feel assured that we will receive their children regardless, then there is little to differentiate the educational system from a penal system. If however, we adopt a "service" attitude so that they know through both personal contact and word of mouth that our true and actual aim is to meet the needs of their children - not in the abstract, (in theory), not as an advertising gimmick - then they will stay with a particular system. They must feel the presence of the system not in a "news-media" sense, but through personal contact which should begin immediately with Kindergarten.

Cont'd.....

This would prevent the development of any credibility gap. Through expressing their fears or conflicts to someone qualified to listen; to receive sound professional advice and reassurance - this can lead to satisfaction.

Each year we are receiving more information; a new study, or report is published; new surveys and statistics are bandied about. This becomes confusing even for professionals let alone parents. Time for study and integration, when deemed advisable, of these new inputs is a must for worthwhile communication and direction of the public. Or is it our wish to continue keeping the public ignorant to protect our invested interests? The most pressing need is for adequate contact with, and service to, the parents so that they KNOW and FEEL that their children are receiving the most modern and reliable service possible.

What are some of the services that parents are asking for?

1. A parent having to work out of town wants the school to act in many ways as a kind understanding parent with their children. Whether out of town or not many parents can't perform the necessary functions, establish the relationships and atmosphere for their children's total growth.
2. Asking for more help at transition points - Grade 8 students to high school for counselling and information.
3. Someone who is understanding and has no axe to grind or image to protect to talk over misunderstandings with school personnel.
4. A Guidance and Counselling Service after school for parents who cannot come during school hours.
5. Help in understanding why their children are getting into trouble at school and in society at large, why they can't learn, why they are so unhappy, and what part they, the parents, are playing in developing and maintaining these problems. They also want expert help in changing themselves and their youngsters.

Cont'd.....

6. Help in understanding and becoming closer to their marriage partner and thus improve the growth of the family as a psychological and organic unit.
7. Insights into the hundreds of negative attitudes, behaviours and beliefs that cumulatively are destroying their family.

In general, all parents are asking - is my child receiving the best possible individualized education programs available, whether he is average, gifted, below average, learning disabled, emotionally disturbed or physically handicapped. We have to be able to reassure the parents that we are in a position to meet the above parental expectations.

It would be a serious error to expect other institutions and agencies to meet these needs. The reason is that they are not and have never done so and the waiting list gets longer.

It is our conviction that a Christian approach is an involved, active approach and not merely verbalization at the front of a room or from books and films. Although we can be accused of being biased we consider that a Guidance and Counselling service represents the heart of any school system and we predict that the educational system that provides the best and most suitable Guidance and Counselling Service will be the one that will survive in the modern society. If we weaken this type of human-focused service what really are we offering, what type of a seed bed will remain for the human organism to evolve except more exposure to verbalization and technology resulting in a psychopathic or pathological humanoid?

Respectfully submitted by
P.M. Barrow,
Apt. 17, 78 Breton Road,
Sault Ste. Marie, Ontario.

C. Crowley,
36 Arizona Ave.,
Sault Ste. Marie, Ontario.

SUBMISSION TO THE COMMITTEE ON
COSTS OF EDUCATION, RE: JUNIOR
KINDERGARTEN

INTRODUCTION

While as yet no official policy on Junior Kindergarten has been adopted by the Niagara South Board of Education, nevertheless I feel that this is a good opportunity to express my opposition to them since the feeling seems to be that they will come eventually, having been widely adopted in Toronto. I base my objection on the following grounds:

1. Cost. Why are Junior Kindergartens being set up at a time when other services are being curtailed and the pupil teacher ratio has been increased?
 2. Need. I can see that some kind of "Head Start" program is advantageous to children from disadvantaged homes - and in this category, I include children who do not speak English. However, these and other children could benefit as much or more from Nursery School or Day Care and I would prefer to see more subsidized Nursery Schools and Day Care Centers.
- Furthermore, in Niagara Falls, Junior Kindergarten would exacerbate a problem which already exists for mothers whose

children are enrolled at the William Fingland Day Care Center. Because this center cannot take children for half days, the mother must make other arrangements for the care of her child when the child is in Kindergarten. If Junior Kindergarten were introduced, she would have this problem of care for the two Kindergarten years.

3. Teachers.

(a) In Toronto, the teachers union has refused to allow nursery school teachers with diplomas in Early Childhood Education to teach Junior Kindergarten. They will be taught by qualified teachers. Elementary school teachers will soon be required to have university degrees. Does this mean that to teach 4 year olds it will be necessary to have a degree?

(b) Pupil teacher ratio. In nursery schools it is necessary to have two teachers for fifteen children. In primary schools, one teacher may teach 33 children.

In either case, whether we employ highly qualified teachers or a greater number of less qualified teachers, the cost of education will substantially increase.

4. Age. In Niagara Falls, children can start Kindergarten in September if their 5th birthday is prior to March 1st of the following year. Thus a child can start Kindergarten at 4-1/2 years of age. If Junior Kindergarten were introduced he/she would start at 3-1/2 years, which would not necessarily be good for all children.

In addition, Kindergarten is not compulsory, but children who start Grade 1 without the benefit of Kindergarten find themselves at a disadvantage.

Similarly, if Junior Kindergarten were not compulsory a child who did not attend Junior Kindergarten or Kindergarten would find himself at an even greater disadvantage in Grade 1, and in fact Junior Kindergarten could exacerbate the very problems it seeks to solve.

Also, since schools are "free" many mothers would send their children even if it were not in the child's best interest.

Summary

1. It is not to the benefit of all children to attend school at the age of 3-1/2 years, and even if Junior Kindergarten were not compulsory, children who did not go would be at a disadvantage.
2. Subsidized nursery schools and Day Care Centers would serve the same purpose and are more suitable for children of this age group.
3. Junior Kindergartens should not be set up at a time when we are trying to maintain a ceiling on the cost of education.

Helmi Willett

Martha Amoros (PP)

Margaret Clifford

(typed from handwritten submission)

1 Harcroft Rd.,
Toronto M6S 2V8
January 20, 1973.

Dear Sirs:

For some years I have been Head of the Educational Assessment Centre for the Etobicoke Board of Education. Subsequent to my request to appear before you I was granted another request that permitted me to return to a teaching position in this Borough.

Consequently I am reluctant to absent myself from my new classroom. Instead, I have enclosed a copy of a note I prepared and which outlines a proposal. If the matter is of interest to you I would be pleased to meet you after 4:00 p.m. Tuesday to Friday or on most week-ends.

I am concerned with the provision of good educational services for exceptional children, broadly defined, to include all those who do not do well at school to the extent that it becomes a source of great concern to themselves, their parents and teachers.

At present, "special education" services are provided upon application to a central office, in most areas. Thus, the teacher appeals to the principal for assistance on the child's behalf. He refers the child to an itinerant diagnostician who may, if the child fits certain criteria, refer him to those in charge of special class, or tutorial services. There are generally long waiting lists at each referral point.

The child may be placed in a special class after a period of waiting. Few children require long-term placement in a segregated special-class yet there is seldom an alternative. Partial integration of children has been difficult to achieve, often because of organizational or administrative factors.

Many of the organizational structures and procedures essential when "special education" was beginning, now stand in the way of change.

I suggest the following:

An elementary school might be so organized that, say, 5 teachers would constitute an "autonomous planning unit" for something under 150 children. Each teacher would teach all subjects but be responsible to the others for planning one area such as "reading".

One of the teachers would be trained in the teaching of exceptional children and would assume major responsibility for planning for any exceptional children in the 150.

As some of our Universities develop teacher education faculties, appropriate training could be provided for this specialty.

In this way, the 5 teachers continue to assume responsibility for all their children and share it with the "special education" specialist. If some children require instruction in reading in a group of five, then the other teachers will have to work with larger groups. The stress will encourage the return of youngsters to the larger groups as soon as possible and encourage continuing change in the general curriculum to accommodate the exceptional.

The "special education" teacher would engage whatever central office services were needed by the group, including consultation and special class placement for those few children who could be accommodated by the five teachers only at too great a cost to the other children.

If this "autonomous planning unit" of five teachers is to decide wisely about who needs special services and of what sort, then they should be permitted to make the decisions within a realistic budget.

A proposal dealing with this aspect is enclosed.

School organization that implemented these two plans would, I believe, provide services where they were needed, and only there.

In any event those who must live with the decisions would then have the pleasure of making them. I think this would be of benefit to all children, not just the exceptional as the fluidity of service provision would be greatly increased.

You may note that the centrally provided services would be shaped by the schools and not determined by those with a less immediate awareness of the need.

Yours sincerely,

(signed D. KEILLOR)

CENTRAL SERVICES TO THE SCHOOLS

Because we don't have enough money to do all the things we want to do in education, we have had to make difficult decisions about the relative value to children of various educational services.

The following proposal concerns central office services provided by the Curriculum and Special Education Branches. It would permit the nature and extent of these services to be determined by the schools on a rational basis - the true cost.

I propose:

- (1) That the total cost of the Curriculum and Special Education Branches be apportioned among the services provided so we may determine a cost for each service, e. g. one day of a Consultant's time or one year's placement for a child in a Special Reading Class.
- (2) That the total cost be allocated among the schools so that each school has a "Central Service Fund" with which to purchase the services they think would result in most benefit to their pupils.

In practice, a member of each of the Curriculum, Special Education and Supervisory Branches might meet with each principal to help him decide on the allocation of his "Central Service Funds" for the coming year.

If, for example, the principal is most concerned about developing his primary reading program, he might decide to purchase 40 hours of consultant service to devote to this project. It might be made up as follows:

Curriculum Branch Consultant	20 hours
Assessment Consultant (Special Education Branch)	10 hours
Reading Consultant (Special Education Branch)	10 hours

These 3 consultants might then work as a task force under the principal's direction to attain specified goals in their work with staff and students.

The principal might decide to purchase from this "Central Service Fund" special class placement for 3 pupils plus Reading Centre tutoring for 2 others. Or, he might involve his staff in a decision to omit the Reading Centre Tutoring Service and purchase instead "x" additional hours of consultant time to assist in modifying the class program or recruiting, training and deploying volunteer aides to the teachers.

The central office staff would introduce new services by developing the service, establishing its cost and convincing principals it would be a good way to spend their "Central Service Budget".

The Supervisory Branch might wish to retain a portion of the total service time of Curriculum and Special Education staff for Borough-wide projects. The costs of these too would be established and a cost-benefit analysis of this type of service could be compared to a similar analysis of services purchased directly by the schools.

This would have the following advantages over our present plan.

- (1) Cost factors would become known to the consumers of these services, resulting in more appropriate and effective use of centrally provided services, by the schools.
- (2) Each school could select from a range of services those most beneficial to their children, with the result that the extent of any Central Service would be determined directly by the schools.
- (3) Each school or region might have to decide between more school staff or a larger "Central Service Fund".

BRIEF FOR THE CONSIDERATION OF THE
COMMITTEE ON THE COST OF EDUCATION IN ONTARIO

by

J.T. BONHAM
Trustee and Former Chairman of the Board
of Education for the City of Toronto

Subject: The present inefficient and extravagant method of administering the education systems in Metropolitan Toronto with suggested means of saving many thousands of dollars and at the same time improve the operation of the system.

Historical Background and Present Operation

In the early 50's the City of Toronto applied for total amalgamation of all the metropolitan municipalities (13 in all) and the Town of Mimico made application to the Province to set up a Board of Management for the "administration and management of existing facilities". The Provincial Government commissioned the Municipal Board to study these applications. After a year of public hearings and a further 18 months of deliberations, the Municipal Board on January 20, 1953, presented to the Government their report which has become known as the "Cummings Report".

As a result of this report the Municipality of Metropolitan Toronto Act created the Metropolitan Toronto School Board. It is interesting to note that the Cummings Report did not recommend a Metropolitan School Board but rather recommended one board of education responsible for both elementary and secondary school education for each municipality. It also recommended metropolitan participation in planning school facilities and financing education with the following aim, "generally speaking, the combined resources of the entire area are to be made available to support education and to overcome the most serious inequities of the present system where some parts of the area do not have the financial resources required to provide even the bare essentials in the way of education, while others, because of the concentration of more residential assessment or for other reasons, have taxable resources which in comparison are much greater than their needs".

With respect to education, the Cummings Report said that "the fundamental problem is to find an equitable method of financing capital and maintenance cost", and recommended that a portion of these costs be financed on a metropolitan basis. The powers were to be exercised by the Metropolitan Council which was not to assume "the functions of a metropolitan board of education"; the local boards were to retain almost all their powers. However, the Metro Act created the Metropolitan School Board of 22 members and conferred upon the Board the responsibility of co-ordinating the area's requirements for school accommodation and school sites.

With such limited responsibility there was very little for the Metro Board to do but it was not too costly. The Board members received only \$300.00 per year expense money, and the staff was very small starting out in the first years of operation with five persons.

Throughout the years since 1953, the Metro Board has been given and has assumed more powers and responsibilities and has built up large staff of high priced personnel. They have taken over matters that had been dealt with and should still be dealt with by the local boards. They have added staff to do this work and there has been no corresponding reduction in local staff. In fact, the reverse has been the case. The Metro Board by calling on local staffs for information and help on committees and attendance at meetings etc., has increased the burden on local administration to the point that they have had to add personnel or neglect their own duties. At least in the case of the Toronto Board this has reached very serious proportions.

A very high percentage of the work being done by the Metro Board and administrative staff is a direct duplication of that being done at the local level. This has caused endless delays in projects particularly in providing facilities. It is impeding rather than expediting the work of local boards.

The legislation never intended that the Metro Board should control policy of local boards but through their control of funds they are now doing this very effectively.

Over the years the Metro Board has served one very useful purpose. It has controlled capital expenditures and prevented duplication of facilities. But the cost of doing this has been much too great and has used up funds which could have provided many new facilities.

The other main function of the Metro Board has been to allocate funds in an equitable manner. This has become a source of contention between boards and will become more contentious each year and with an unequal representation on the Metro Board it is questionable that we can continue to expect a fair allocation of funds.

Both of these functions can be handled more effectively and efficiently by the Ministry of Education.

As a matter of fact they are now doing this. Through their very careful examination of all applications for new school facilities and for renovation of existing facilities they are providing the necessary control. The Metro Board in this regard has become an intermediate and unnecessary control which only slows down the process. It would greatly facilitate the process if the local boards made direct application to the Ministry.

Through their ceilings on expenditures per pupil, the Ministry is now controlling the overall expenditures. They could allocate the funds to the area boards through their regional office, and we could be assured of a fair and just allocation.

It is becoming more and more apparent that there is no longer, if there ever was, a need for the Metropolitan School Board.

Recommendations

1. Discontinue the Metropolitan School Board.
2. Combine York Borough Board with Etobicoke and East York with Scarborough, leaving Toronto and North York as they are. This would help to equalize the size of the four boards resulting.
3. Increase the salary for Board Chairmen to a level which will make it a full time job.

4. Create a Regional Office under the Ministry of Education covering the four Metro Boards. Since all Metro Boards have their own academic inspection and consulting staffs, this office would not need to provide some of the services now provided by other regional offices.
5. Form a committee composed of the District Manager and the four Board Chairmen to carry on salary negotiations. This committee could also study and recommend the allocation of funds to area boards.
6. Schools now being operated by the Metro Board should be returned to the area boards with a special allocation of funds being allowed for their operation.

Advantages

1. Financial Savings: Without a complete breakdown of the Metro School Board's expenditures and other areas affected, it is extremely difficult to estimate the financial savings.

However, the operating expenses (not including debenture interest or cost of operating schools), is in the neighbourhood of \$1,250,000. To this would be added the savings from combining of four boards into two. Even this would not be the complete savings. There would be savings for local boards of the cost of work presently being done for the Metro Board.

2. It would relieve the directors of education and the administrative staff of the local boards of attendance at Metro meetings and of serving on Metro Committees. They would have more time to devote to local problems.
3. It would greatly expedite the planning for new and renewed facilities. By not having to go through Metro the process would be speeded up by several weeks.

NO. 7510 1285

